



JANUARY, 1914

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Penman

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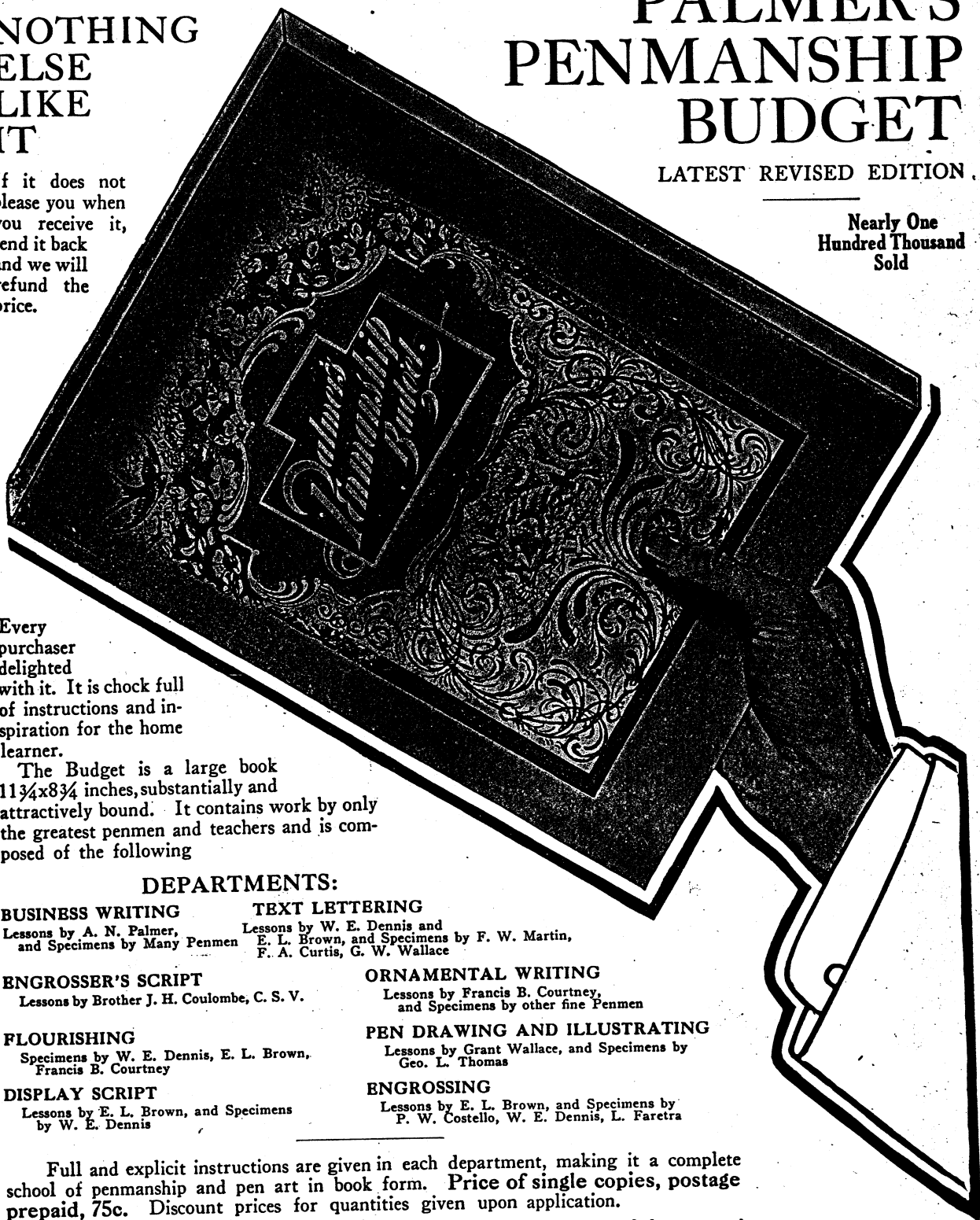
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The Best Shorthand Text

AN OPEN LETTER

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Department of Commerce
Mill Valley, Cal.

Mr. V. Kersey,
1029 Sunset Boulevard,
Los Angeles, Cal.

November 5, 1913.

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Please understand that my one object in writing this letter is merely the expression of one of the instincts of the teaching profession, viz., having found a good thing the desire to pass it along.

Yours truly,

(Signed) W. S. Stone,
Director of Dept. of Commerce,
Sec. of American Institute of Commerce.

Send for copy of Report of a Special Committee appointed by the New York Board of Education on the Teaching of Shorthand in High Schools, and particulars of a Free Correspondence Course for Teachers.

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The American Penman

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Anno Domini, 1914

To all you who are of the great Penman
family circle, we give true thanks for the
friendship of the year gone, and we wish
to all a Happy New Year.

Moral Education of Commercial Students

O. C. Dorney, president of the American Commercial School
of Allentown, Pa., in reply to a letter asking him for his opin-
ion upon the make-up of THE AMERICAN PENMAN, wrote us,
and a part of his letter is here printed as a contributed
editorial:

If I were to dictate the policy, or had anything to do
with the material that entered your splendid paper, I would
aim to mix with the regular monthly articles or subjects
such matter which would help to symmetrically develop
the moral as well as the intellectual side of "young
America."

While, of course, no one can ever know too much on
any subject, the business man needs more real manhood

and womanhood in his employee than he does technical
training, in order that he may stand unmoved under the
strain of the numberless temptations which are continu-
ally besetting young people on every hand and in every
position of trust and responsibility—whether in business,
civic or social pursuits.

The employment service of this institution, which has
been under my personal supervision for the past twenty-
five years, and through which over 12,000 young men and
women have been assisted into business positions, has
given me a peculiar opportunity to learn the great cry of
the business world, and while every employer first expects
efficiency in his employee, the one great quality, which is
the foundation-stone upon which every educational system
must necessarily be built, is unflinching honesty and in-
tegrity, and it matters not what education and intelli-
gence an employee may possess, if he lacks these quali-
ties there is neither hope nor place for him anywhere,
yet strange to say that the development of these great
principles is so much neglected, and tens of thousands
of opportunities lost daily by school men and educators
to develop the same among their students. That little, if
any, progress is being made along these lines.

When "Stagg" Becomes "Hagg"

The *Cincinnati Enquirer* refers to him as Alonzo
Hagg. Such, we regret to say, is fame.—*Chicago Tribune*.
Not at all. Such is the way of the man whose writing
makes "St" look like "H." Ask any linotyper.—*New
York Evening Mail*.

Pity the poor compositor,—sometime. When you see your
name in a newspaper spelled wrongly of course you are an-
noyed. Some get downright angry at the "stupidity" of
newspaper editors, reporters and typesetters who seem un-
able to get names spelled right in print. Indeed, it is true
enough that an awful lot of avoidable stupidity is displayed
in newspaper print, but do not blame the editor nor any
other newspaper employee for all mistakes.

Take the case of Alonzo Stagg. Few men, outside the
field of politics, are better known to readers of the sporting
pages, and especially to college men, than Mr. Stagg.

But have you seen the "St" written so it looked like "H"?
Every printer does not play football, nor do they all know
about Alonzo Stagg. Perhaps the proofreader in the office of
the *Cincinnati Enquirer* should have known; but he didn't.

No matter how well you are known, or how well is known
the man you are writing about, write the name carefully.

New Course in Penmanship Commenced in This Issue

In this issue is commenced a course in penmanship by
Mr. W. C. Henning, principal of the Cedar Rapids (Ia.)
Business College, and former managing editor of THE
AMERICAN PENMAN. We feel a buoyant pleasure in being
able to present this course to our readers, so many of whom
are personally acquainted with Mr. Henning, and so many
thousands of the others used to watch his work in the
PENMAN. It is needless to refer to Mr. Henning's high
rank among the penmen of the nation. We want to call
attention to the quality of originality and imagination which
stands out in his methods of teaching.

The present splendid course by Mr. Pinks will be con-
tinued, ending in the March issue. New subscribers who
begin with the January issue will thus have a course to
begin at once, and in addition will have the later copies
of Mr. Pinks, consisting of advanced copies, including much
body writing.



Business Writing



By W. C. Henning

FIRST OF A SERIES OF SIX MONTHLY ARTICLES

TO the many friends who were so loyal to me and the AMERICAN PENMAN during the years when I was responsible for its management, and the new friends I hope to make during the next few months while I shall be privileged to occupy these pages, I extend a cordial greeting. At the beginning let me say that I expect to present very little, if anything, new in the way of methods, but it shall be

of the letters, their similarities and differences, and the movements necessary properly to produce them. It requires as much concentration of the mind in learning to write as in mastering anything else involving the acquisition of skill. Simple mechanical repetition accomplishes nothing. The mind and muscles must act in unison, and when this combination is effected, learning to write is a pleasure instead of a difficult task, as it is thought to be by some who never learned how to practice.

ILLUSTRATION 1



PORTRAIT OF MR. HENNING

my aim clearly to elucidate the methods which lead directly to the acquisition of a good, easy and rapid style of muscular-movement writing. If I can accomplish this and give those who are climbing the chirographic hill a lift, I shall feel that I have not occupied this space in vain.

Let me emphasize, first of all, the importance of the development of correct writing habits at the start, which means the observance of correct position—posture of body, correct pen-holding, the correct position of the arms on the desk, and the right position of the paper; careful study of the mechanism and running of the writing machinery, the forms

Position

Correct position and correct pen-holding can best be understood by the study of the accompanying illustrations. Note the posture of the body—that it inclines slightly forward from the hips. The back should never be allowed to bend nor the shoulders to droop. The shoulders should always be held back in a healthful position and the chest full. Bending the back forces the shoulders forward, makes the chest hollow, and throws the weight on the arms, either preventing or retarding the writing movement. The chair must be placed at the right distance from the desk, which, for the average person, is so that the front edge of the seat is even with the edge of the desk. The arms should be so placed on the desk that the elbows, when thrown out from the body, will be at the edge, and the upper and fore-arm will form a right angle at the elbow. Study illustrations Nos. 1 and 2 for a more specific understanding of position, and illustration No. 2 especially for the correct position of the paper. Note in particular the relative positions of the arms and paper. Care must be taken not to turn the paper too far to the left, but keep it in such a position that the right fore-arm will be at the angle with the edge, as shown in the illustration.

Pen-Holding

When the hand is in its natural relaxed condition the penholder can be put in its place without changing the positions of the fingers and be held correctly for writing, so far as the hand itself is concerned. The arm must be held in such a manner that the side of the hand and wrist will be free from the desk. This will bring the hand in such a position that the penholder will point back across the upper arm about half-way between the elbow and shoulder, and leave the point of the pen in the direct line of vision. See illustration No. 2. If the pen points too nearly over the shoulder, the point of the pen is hidden by the hand and can be seen only by turning the head to the side, which is a serious fault in position and should be avoided. The penholder may rest against the hand either just below or just above the knuckle joint. The better place seems to be below, but whether above or below must be governed by the characteristics of the hand. It should not be allowed to drop down to the base of the thumb, except, possibly, in an extremely fleshy hand, nor brought too near the second knuckle of the first finger. The one gives it too nearly a horizontal, the other too nearly a vertical position. Need I say that the pen should *not* be held on its edge? Both nibs must touch the paper alike. For further information study the illustrations, Nos. 3 and 4.

Material

Good materials should, of course, be used. A medium-coarse pen in a straight cork-tipped holder, good writing fluid, good writing paper, a solid table of the right height, and a suitable chair, with the AMERICAN PENMAN open to the copy you are to work on, and you have things ready.

Before you begin, look everything over carefully, asking

ILLUSTRATION 2

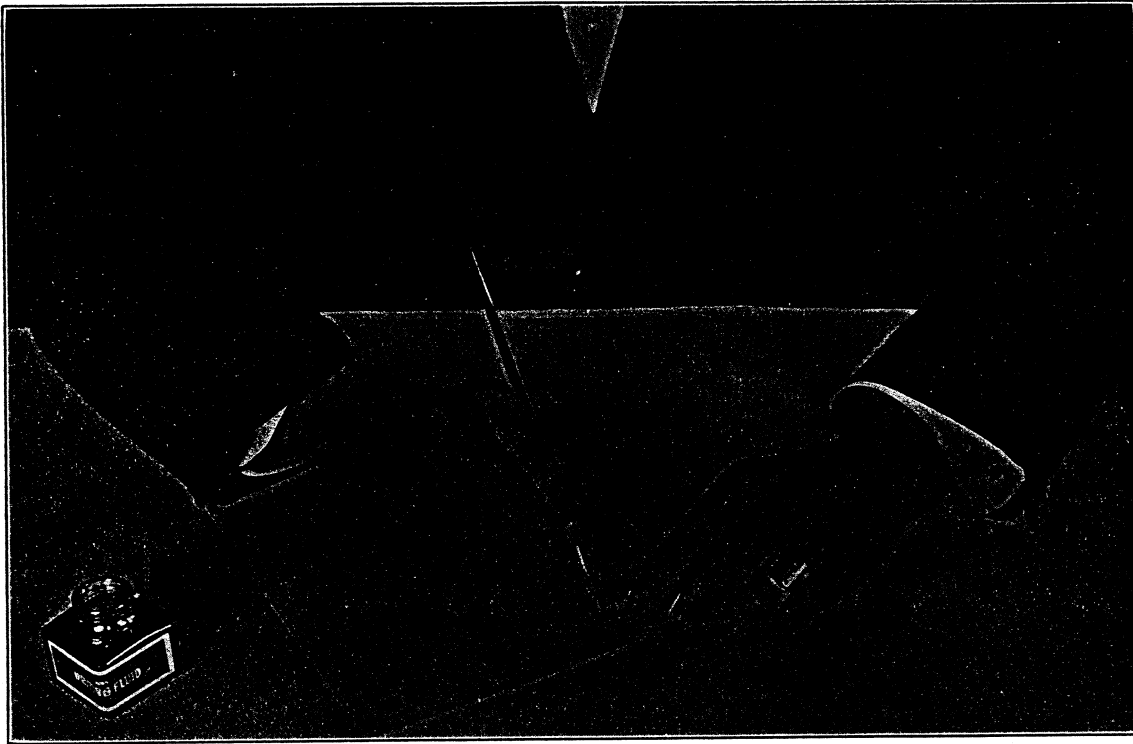
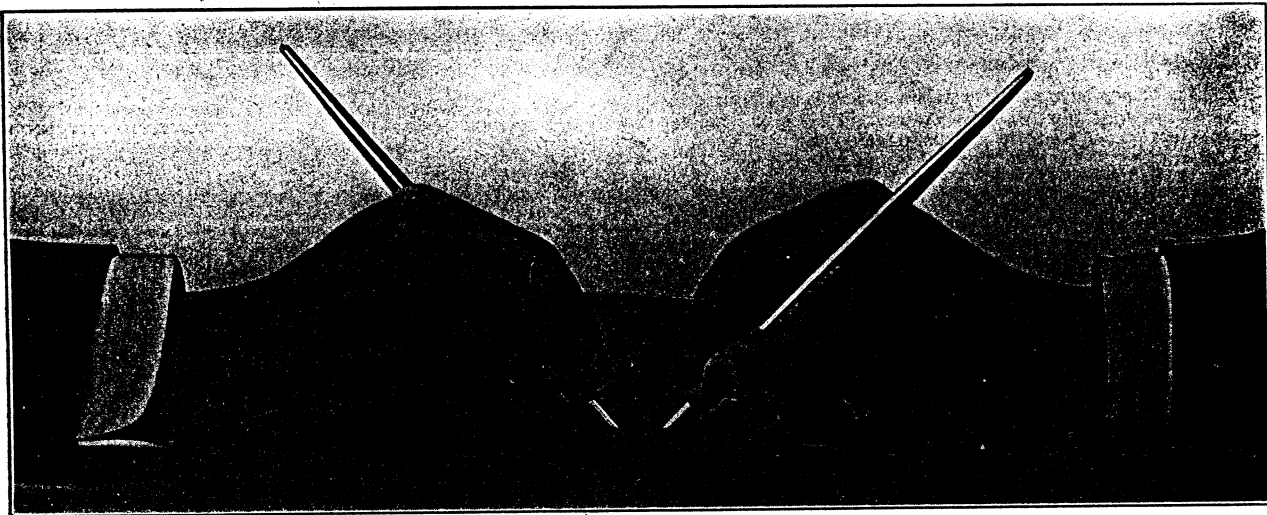


ILLUSTRATION 3



yourself these questions: Is my chair in the right place? Am I sitting straight, and is my body inclining toward the desk from the hips? Are my shoulders thrown back? Are my body, arms, and hands in a perfectly relaxed condition? Is my paper in the right position? Are my arms on the desk as they should be? Are my feet on the floor as when standing? Am I holding my pen correctly? All these questions can be asked and answered in a moment, and should be frequently asked, especially in the beginning, and until you have acquired the correct habits in all these essentials.

Number One

Your first work is to train the arm to move in the right direction. Nothing is of greater importance than right direction of motion. Upon it depends the slant, proportion, and height of letters, and in a large measure their shape. An

absolutely free movement is absolutely essential, but it is of equal importance that the movement be guided in the right direction.

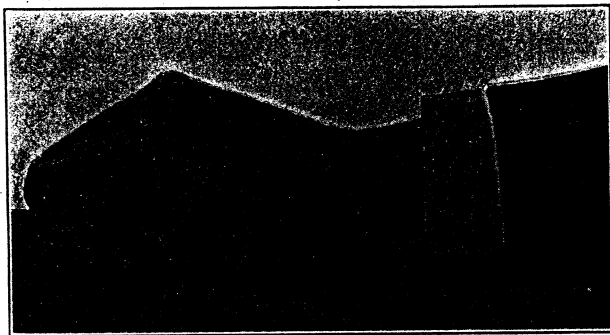
Before attempting to reproduce the copy, lay the pen aside and let's study the writing machine. With the arm in the correct position and all muscles relaxed, close the hand and raise the hand and wrist off the desk, say, a half an inch, as in illustration No. 6. You will observe then that the arm is resting on the cushion-like muscle back near the elbow. This is the muscle on which the arm must be trained to roll. The wrist must never be allowed to touch the desk. With the hand and arm as above described, push the fist forward, as if to push something directly in front of you. Release it and it will come back to its natural position. Repeat the operation at the rate of about two hundred "pushes" a minute, studying the arm, the action of the muscles above the

Mr. Henning—Continued

elbow, and the use of the cushion rest just below the elbow. Repeat this operation frequently.

When you take the pen to write, no change is made except that the hand is partly opened, which brings the ends of the third and fourth fingers down to the desk. They should be allowed to touch but slightly and let to slide on the paper in any direction that the hand is directed. Illustration No. 5

ILLUSTRATION 4



shows the positions of the fingers when holding the pen correctly. With the pen in hand now and touching the paper very lightly, start the hand going forward and back the same as in the preceding exercise. Make the lines straight away from and directly toward the center of your body, and to reach across two ruled spaces on your paper. Think, or say aloud: "Push, push, push, push—light, light, light," or make it to a count of 1, 2, 3, 4, 5, 6, 7, 8, 9, 10—1, 2, 3, 4, 5, 6, 7, 8, 9, 20, and so on; two hundred counts to the minute, remember. We will call this the Direction Line.

Moving the Paper

If our direction is straight away and back toward the center of the body, the space that can be covered by an exercise without adjusting the paper is limited. It is practicable to assume that the arm will automatically adjust itself to a uniform slant for a certain distance, say about one-third of the width of the paper, or about two and one-half inches, but if allowed to get as far out of position as the length of a line—usually about eight inches—the principle of direction is destroyed and the slant is very likely to be changed. The line may be divided into three equal imaginative spaces, and when the first one is covered the paper is moved to the left, bringing the second writing space in the position occupied by the first, and when the second space is filled, the paper is moved again to bring the third space in the position occupied by the first. Thus the hand travels back and forth a distance equal to the width of these spaces.

Observe this division of the lines and moving of the paper in all your work.

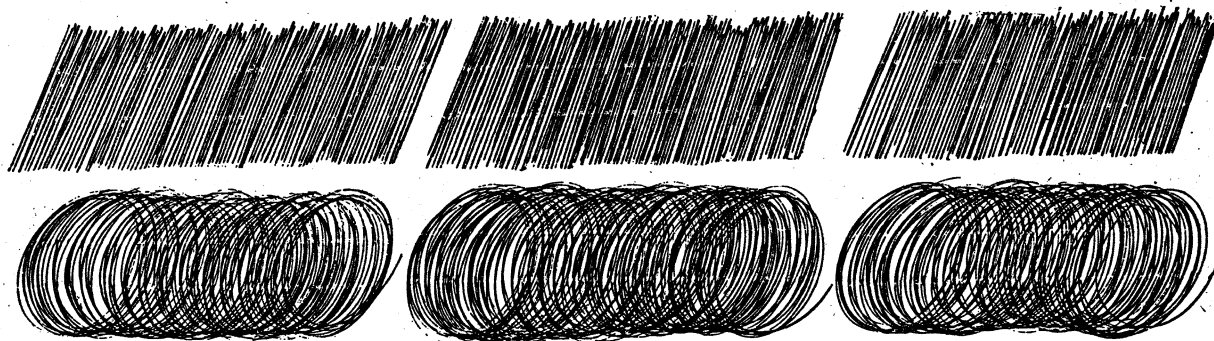
ILLUSTRATION 5



THE OVAL

This is simply the picture of a rolling action of the arm. The arm must be in a perfectly relaxed condition and permitted to roll with perfect freedom. Remember that the wrist must be free from the desk and the hand permitted to glide lightly over the paper on the tips of the third and fourth fingers. The general direction is the same as the preceding exercise; that is, the slant of the oval, the longest way through, should be the same. Speed, two hundred revolutions a minute. Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10—1, 2, 3, 4, 5, 6, 7, 8, 9, 20, etc.; or, say round, round, round. These exercises should be practiced until a free, light, and lively action of the arm is developed and at least a fair degree of control is acquired. Each practice period should begin with a few minutes' work on the oval, the time depending upon the need of further movement development. It is a good warming-up exercise at all times.

Copy No. 1.



NUMBER TWO

This is the traced oval ending with an under-swing such as is necessary to carry the movement to the letter, as in the following drills. Make it two spaces high, retracing it ten times to the count of 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, the swing being made on the *ten*. Speed same as in preceding drills.

NUMBER THREE

Make the oval to the count of six. Finish with an under swing and without stopping the motion bring the pen around and make the O at a count of 1, 2, or say "capital O." Count 1, 2, 3, 4, 5, 6,—1, 2; or say 1, 2, 3, 4, 5, 6—"capital O." Make the oval about one and a half times as large as the letter. A free movement of the arm is necessary. Do not look for perfect forms when you begin this or any other exercise. You are developing movement and learning its application. Good forms will follow. About eighteen ovals and eighteen letters should be made in a minute.

NUMBER FOUR

This drill is very much like No. 3 and the same instructions apply. The pen swings around under the place where the A is to be made and up to the top and through the letter without stopping the motion. Count "1, 2, 3, 4, 5, swing A."

NUMBER FIVE

The "e" is a simple letter, easily made, and furnishes a good gliding exercise. Swing along lightly with a slight roll to form the loop. The direction of the down stroke must be carefully watched. It must be made directly toward the center of the body. When the loop points upward on the slant of writing, as shown in the large forms in copy, you may know that the direction of strokes is right. Count 1, 2, 3, 4, 5, 6, at the rate of from seventy-five to ninety counts a minute.

NUMBER SIX

The "i" is the same as "e" without the loop, and made with the same motion minus the roll. Give the down stroke especial attention. Remember its direction. Count 1, 2, 3,

4, 5, 6, or say down, down, down. Pointed at the top, and the down stroke straight to the turn near the base line.

NUMBER SEVEN

The "u" is two "i's" put together. Count 1, 2—1, 2, or say "two eyes," "two eyes," or "u glide," "u glide," or "down, down," "down, down." The down strokes must be parallel. Make from sixteen to twenty groups of four a minute.

NUMBER EIGHT

Study the large forms in the copy for a knowledge of the form of the "w." The first part is the "u," the second part a little narrower. The letter is finished with a small dot made by a slight retrace of the last up stroke. Count 1, 2, 3—1, 2, 3, or say "up, up dot," "up, up dot," and make fifteen groups of four a minute.

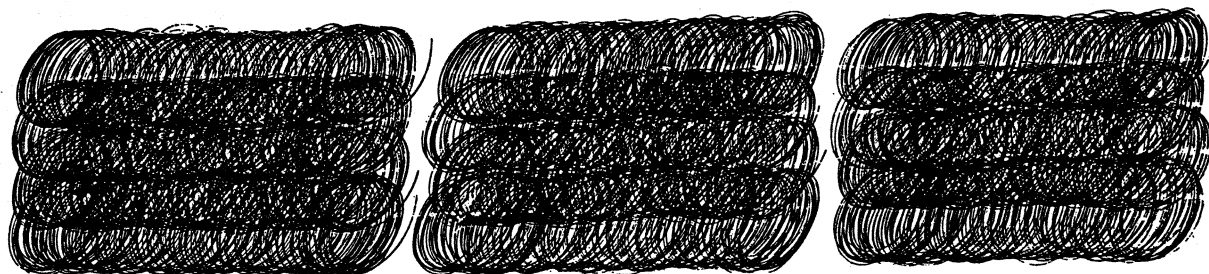
NUMBER NINE

We change now from the under curve to the over curve in the up strokes. This exercise combines the direction line and the "m" exercise, and should be practiced faithfully. It is one of the most helpful drills. The motion is principally up and down, or push and pull, with a turn at the top. Do not allow the hand to slide. Work on the lines in the order given. For the tall drills make them to a count of six, and about fifteen a minute; the small drill to the count of ten and about twenty exercises a minute.

NUMBER TEN

Be careful of the direction of the up strokes. If your letter is too wide, the up strokes are too slanting; if too narrow, they are not slanting enough. Curve the up strokes well. The curve in these strokes gives the roundness to the letter. The change from the over to the under curve at the finish of the letter requires especial attention. In practicing say "over, over, under," "over, over, under," at a speed to correspond with the speed in the exercises previously practiced, making eighteen or twenty groups of four a minute. Master as soon as possible a fixed rate of speed for all practice. Spasmodic movement is a positive preventive of good writing.

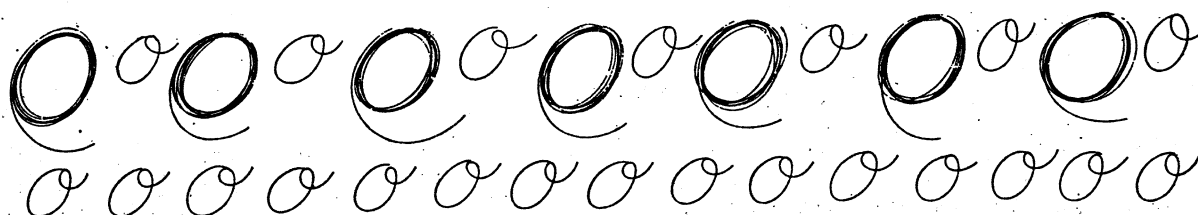
COPY No. 1—Concluded



COPY No. 2



COPY No. 3



The American Penman.

Mr. Henning—Continued

NUMBER ELEVEN

The instructions in No. 10 apply to this. The time should be "over, over under" for the single letter, and "over, under," "over, under" for the connected letters. Speed, about twenty-four groups of four letters a minute.

NUMBER TWELVE

When combining the letters in words care must be taken to finish each letter correctly. In these words you have the under and over curve up strokes. The changes in the curves make the different forms. Curve the up strokes well and you will make well-rounded letters. Especial attention must be given to the connecting line between "i" and "n." Most of our finishing strokes are the swinging under curve, so you should master this swing as soon as possible. Speed for "in" about thirty; for "win" about twenty-four, and for "wine" about twenty.

NUMBER THIRTEEN

Make the over and under curves and turns as nearly opposites as possible. Skilfully changing from one curve to another and combining the two into compound curves, like the line which connects the "m" and "n" to other letters, make good writing. Look after the finish of each letter. Correct spacing depends entirely upon this. You cannot make "e," "i," or "u" after "m" or "n" without changing to the under curve, and this change should take place in the finish of the letter preceding.

NUMBER FOURTEEN

Each lesson should begin with a review of as much of the preceding work as time will permit. Work on the ovals and direction line should begin every practice period for a number of weeks, the time being varied according to needs. Three or five minutes spent on No. 9 will be a wonderful help. Preparatory to beginning work on this drill, review Nos. 4, 9 and 10. Speed for Aim twenty a minute and for Annum about fifteen.

NUMBER FIFTEEN

Review Nos. 3, 5, 9 and 10, following with the practice of the words. Remember that systematic practice is neces-

sary. Write the same on each line as is in the copy, and keep your pages neat. Neat and tasty arrangement will show off your writing to the best advantage, and should be given constant attention. Write from twenty to twenty-two of One and fifteen of Omen a minute. Time yourself occasionally to see if you are acquiring the right speed.

NUMBER SIXTEEN

A rolling or circular movement of the arm is necessary in the C. It should be started like an oval. There is no other way, so waste no time in trying. Finish the oval with a broad under swing. This is the path the pen should follow from the oval to the C, whether or not the pen is lifted from the paper. Count "1, 2, 3, 4, 5, swing—capital C." Finish the C with an easy, deliberate swinging up stroke. Count 1, 2—1, 2, or say "around, around," or "around, under."

NUMBER SEVENTEEN

The "o" is made with a little circular motion of the arm, with a check or very short stop at the top to close, then a slight swinging glide to the right. Make it small and well rounded. Count 1, 2—3, 4—5, 6—7, 8—9, 10, or say "round o, round o," or "o glide, o glide," or "close up, close up." Conversational counts have the advantage over the use of the numerals in that they constantly remind the writer of some one or more essential points in the making of the letter, either in form or movement.

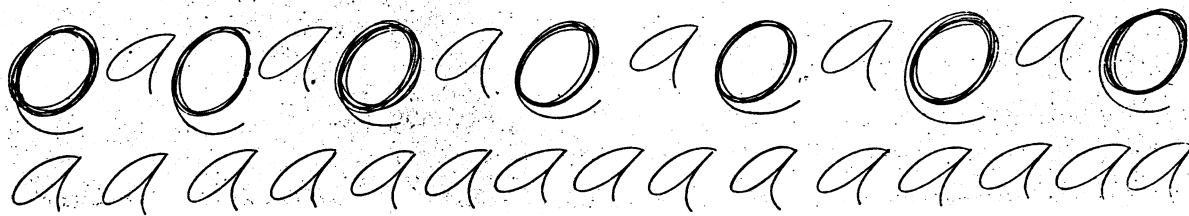
NUMBER EIGHTEEN

Review Nos. 16, 5, 9 and 10. The small letters should be joined to the C without a stop, and if you finish the C with a deliberate swing you will have no trouble in making a good connection. Spell the words as you write them.

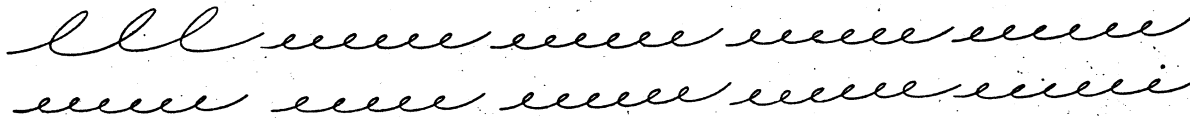
NUMBER NINETEEN

The D is very much like the O. In fact, a perfect D contains the complete letter. A small loop is made in the right and near the base. This loop should touch the base line, and the body of the D should rest on the line like the O. Count for the letter 1, 2, 3, or say "down, around, up." The beginning stroke will determine the slant of the letter. The tendency is to make this too slanting—*watch it*. Remember that the letter begins with an oval movement and ends

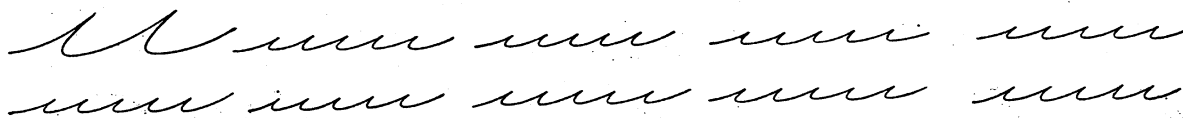
COPY No. 4



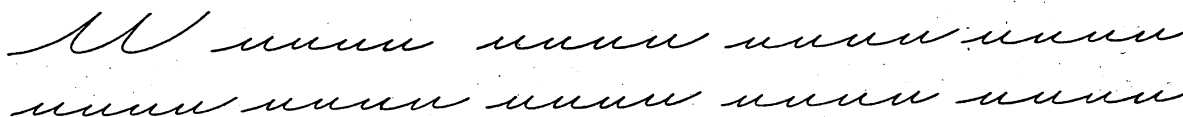
COPY No. 5



COPY No. 6



COPY No. 7



with a swing upward like O. Review No. 3 preparatory to beginning practice on this copy.

NUMBER TWENTY

Begin E with a dot or *very small* loop. The loop in the back of the letter is made by a little whirl in the movement, and in order to produce a nicely rounded letter a rather forceful movement is necessary. The style of letter in the third line is most practical. The time for the exercise runs thus: "Dot around, around, around, around, around," etc., or 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

NUMBER TWENTY-ONE

The l is an e made tall and should be practiced much the same as the e. A certain amount of curve in the down stroke is desirable to avoid the angular turn at the base line. The slant is governed by the direction of the up stroke. It should be made with a swinging, not a sliding, motion. If your l's are too slanting, give the up strokes immediate attention. Count for the groups of five 1-2, 3-4, 5-6, 7-8, 9-10 quite rapidly. Review the appropriate preceding drills before beginning the words if time will permit. Do not overlook the review work. It is important.

COPY No. 8

www www www www
www www www www
we we we we we we we we

COPY No. 9

mm mm mm mm mm mm mm
mm mm mm mm mm mm mm
mm mm mm mm mm mm mm

COPY No. 10

nn nn nn nn nn nn nn nn
nn nn nn nn nn nn nn nn
nn nn nn nn nn nn nn nn
nn nn nn nn nn nn nn

COPY No. 11

nn nn nn nn nn nn nn nn
nn nn nn nn nn nn nn nn
nn nn nn nn nn nn nn nn
nn nn nn nn nn nn nn

COPY No. 12

in in in in in in in in
win win win win win win win
wine wine wine wine wine wine

The American Penman.

Mr. Henning—Continued

Copy No. 13

me me me me me me me me me me
 men men men men men men men men
 mum mum mum mum mum mum mum
 mine mine mine mine mine mine mine me

Copy No. 14

aaaaa aaaaa aaaaa aaaaa aaaaa
 Aim Aim Aim Aim Aim Aim Aim
 Annum Annum Annum Annum

Copy No. 15

ooooo ooooo ooooo ooooo ooooo o
 One One One One One One One One
 Omen Omen Omen Omen Omen Omen

Copy No. 16

o o o o o o o o o o o o o o o o
 e e e e e e e e e e e e e e e e

Copy No. 17

ooooo ooooo ooooo ooooo ooooo
 ooooo ooooo ooooo ooooo ooooo
 ooooo ooooo ooooo ooooo ooooo

Copy No. 18

c c c c c c c c c c c c c c c
 Come Come Come Come Come Come Come
 Common Common Common Common

Course in Business Writing by F. O. Pinks

FIFTH OF A SERIES OF SEVEN MONTHLY ARTICLES

INSTRUCTION 81

WITH this lesson begins a review of all the letters of the alphabet, both capital and small. The added skill that the past four months' practice has given, would enable you to overcome many of the faults that you were unable to eliminate on meeting with the various letters for the first time. Furthermore, the study you have given to turns, angles, spacing, slant, harmony of lines, etc., should now make it possible for you to detect flaws which before escaped unnoticed. Good writers are invariably those whose conceptions of form are clearly defined, poor writers' opinions to the contrary, notwithstanding; for with fairly good control of a relaxed muscular movement, one can, with a little thoughtful practice, eliminate all the flagrant flaws, at least, about as fast as they are detected. Have an object in view, then, in all your practice. As soon as a letter is made, decide immediately wherein it could be improved, and then in succeeding attempts to make the same letter guard against a recurrence of a like fault.

Drill 113. Capital A may have four faults. In beginning the letter, don't let the pen touch the paper while moving up; close it at the top; avoid loop between last two strokes by coming to a full stop at the angle, and curve the finishing line to the right. Write the first line of this lesson five times in one minute; the second, three times in one minute, and the third, four times in one minute. Discover your faults.

INSTRUCTION 82

Drill 114. Remember to have the pen in motion when O begins, and describing a curve. Guard against making right side flat by placing little loop well on top and throwing the finishing line up. Don't forget the drop motion after little o, and the under motion in the initial line of e. Is the last section of your m in Omaha sharp on top? If so, why?

INSTRUCTION 83

Drill 115. Keep a wide space between the two parts of C, and start the little loop with a curve; make it short. Notice that when small c is initial it doesn't start with an up line.

How high is the last loop in small p? In making small r, you should use a down-up-down motion, all on the same line.

INSTRUCTION 84

Drill 116. Answer these questions—Which part of capital M is highest? Which is shortest? What kind of motion is used between small m's? What kind of motion follows small o? Small r? How much higher than t is h? Would three and one-half lines of "Martin," placing same number on line as seen in copy, require too much speed?

INSTRUCTION 85

Drill 117. Study this copy closely to improve your ideal of how the letters it presents are formed. Aim at your ideal with a commercial rate of speed.

INSTRUCTION 86

Drill 118. The first stroke in capital L forms nearly one-fourth of a complete circle. Start horizontally. Upper loop is one-half the length of the entire letter. What kind of curve forms top half of lower loop? Where does letter end? In which of the lines forming small l is there the most curvature? What kind of motion is used to produce it?

INSTRUCTION 87

Drill 119. The two parts of H are of equal height. Second part is made down, and with a curve like first part of capital O. There is a sharp angle at bottom of second part, which calls for a complete stop.

INSTRUCTION 88

Drill 120. The stem used for the K is exactly the same as the one used in capital H. The small loop and finishing stroke in K are precisely the same as in capital R. The count for this letter is 1, 2,—3, 4, or loop down,—3, 4. The last part of the small k will need considerable study and practice. After you can write the word with freedom try joining k to the word. Strive for uniform height and spacing.

ILLUSTRATION 81

113
aaaaa
aaaaa appoint aaaaa appoint aaaa
Annum Annum Annum Annum A

ILLUSTRATION 82

114
oooo
oooo open oooo open oooo open oooo
Omaha Omaha Omaha Omaha Omaha

ILLUSTRATION 83

115
ccccc
cccc crimp ccccc crimp ccccc
Corry Corry Corry Corry Corry Cr

INSTRUCTION 89

Drill 121. Start P horizontally so the first stroke will contain sufficient curve. Don't let the finishing line cross the other two at obtuse angles. Curve it well. Which part of p is longer, that which is above the base line, or the part below? How long is each part? Where should it end? How high is d?

INSTRUCTION 90

Drill 122. The capital R is practically a continuation of capital P. Make the capital P and swing a small loop around the stem, and finish with a downward compound curve. Try to have the small loop swing slightly upward. Study the small r as used both in the group and word. The last part of the small r is similar to that used in the small v, and should be a trifle higher than the first part. Maintain a uniform speed in all words and sentences by either counting or spelling the word.

INSTRUCTION 91

Drill 123. With what is the little loop in B parallel? Should you stop at the end of the last line, or lift the pen at full speed as it passes the point where letter ends? Get a drop motion after small b. What kind of motion insures there being a full loop instead of a retrace in small e?

INSTRUCTION 92

Drill 124. The lower loop extends to the left farther than the upper loop; curve the main down-line well. So form the letter that if a line were drawn along the left side of it, just touching both loops, it would be nearly on the main slant. How much longer than the lower loop in f is the upper one, reckoning the base line as the point from which measurement is made? The down line should be straight; if yours is curved there is likely not sufficient curve in the first stroke.

INSTRUCTION 93

Drill 125. The slant of capital I is judged by the upper loop; push the first stroke of this loop, then, away from body, instead of shoving it directly out the sleeve. Come to a full stop at angle, and guard against a sharp turn at base line; keep bottom round. In making up line in small i, do not use the hinge motion; that is, the one produced by bending elbow. Use the push or shove motion instead, so the turn at base will be round.

INSTRUCTION 94

Drill 126. As in capital I, push the first line in J from you. How much wider is top part than bottom? How much longer?

INSTRUCTION 95

Drill 127. Keep last two down lines in E parallel. So slant middle loop that its diameter the long way will be at right angles with main slant. Guard against getting the letter too narrow.

INSTRUCTION 96

Drill 128. Probably the most difficult part of the capital D is the loop and compound curve at the bottom of the letter. This will require diligent study and practice. Be sure to bring the two parts together at the top, and do not make the loop too long. Small d, we think, can be made more rapidly, and just as legibly, with a small loop for the stem. Be sure to let the down stroke cross at the point of the A oval. The count for the capital D is 1, 2, 3, and for the small d, 1, 2.

INSTRUCTION 97

Drill 129. Where and how does first line in S start? What part of the length of the entire letter is the upper loop? Where should there be a full stop? Write "Summit" at the rate of fifteen a minute, and do not let final stroke in word retrace too much.

INSTRUCTION 98

Drill 130. Keep the two loops in G of equal width. How high is angle at right? How much shorter than the loop style of small g is the blunt style?

INSTRUCTION 99

Drill 131. As with other letters, you will not improve your capital V materially by making it at a rate of speed less than that required to write sixteen average words a minute. Keep the main down line straight; go around the bottom rapidly, and immediately change to an over motion. Lift pen at full speed as it passes point where letter should end, and end it horizontally. How much shorter than first part is second?

INSTRUCTION 100

Drill 132. Remember that A, K, M, N, R, and U end with a curved line that extends below the base. Keep second part of U shorter than first part.

ILLUSTRATION 84

116
M M M M M M M M M M M M M M M M
mmmm mohair mmmmm mohair
Martin Martin Martin Martin Mart

ILLUSTRATION 85

117
N N N N N N N N N N N N N N N N
nnnnnn now nnnnnn now nnnnnn
Neuman Neuman Neuman Neuman

ILLUSTRATION 86

118
L L L L L L L L L L L L L L L L
llll lime llll lime llll lime llll
Luminous Luminous Luminous L

The American Penman.

Mr. Pinks—Continued

ILLUSTRATION 87

119
H H H H H H H H H H H H
hhhh harm hhhh harm hhhh harm
Hamlin Hamlin Hamlin Hamlin H

ILLUSTRATION 88

v²⁰
K K K K K K K K K K K K K K K
k k k k k k k k k k k k k k k
Kinsman Kinsman Kinsman Kinsman

ILLUSTRATION 89

121
p p p p p p p p p p p p p p p
pppp paid pppp paid pppp paid
Practice Practice Practice Practice

ILLUSTRATION 90

122
P P P P P P P P P P P P P P P P
xxxxx reward xxxxxx reward xxx
Racine Racine Racine Racine Racine

ILLUSTRATION 91

^{1, 2, 3} B B B B B B B B B B B B
 bbbb blow bbbb blow bbbb blow
 Banner Banner Banner Banner B

ILLUSTRATION 92

124

z z z z z z z z z z z z z z z z

ffff find ffff find ffff find ff

flora flora flora flora flora flora

flora flora flora flora flora flora

ILLUSTRATION 93

¹²⁵ I I I I I I I I I I I I I I
iiii into iiii into iiii into ii
Inward Inward Inward Inward I

ILLUSTRATION 94

¹²⁶ J J J J J J J J J J J J J J
jjjj junta jjjj junta jjjj junta
Julia Julia Julia Julia Julia Julia

ILLUSTRATION 95

¹²⁷ E E E E E E E E E E E E E E
eeee endure eeee endure eeee end
Ernest Ernest Ernest Ernest Ernest

ILLUSTRATION 96

¹²⁸ D D D D D D D D D D D D D D
dddd damp dddd damp dddd damp
Dorothy Dorothy Dorothy Dorothy Dr.

ILLUSTRATION 97

¹²⁹ S S S S S S S S S S S S S S
sss sure sss sure sss sure sss
Summit Summit Summit Summit

ILLUSTRATION 98

¹³⁰ G G G G G G G G G G G G G G
gggg gourd gggg gourd gggg gourd
Garland Garland Garland Garland

Mr. Pinks—Concluded

ILLUSTRATION 99

131

V V V V V V V V V V V V V V V
 vvvvvvictorvvvvvictorvvvvvictor
 Vanity Vanity Vanity Vanity Vanity V

ILLUSTRATION 100

132

U U U U U U U U U U U U U U U
 uuuuusinguuuuusinguuuuu
 Utopia Utopia Utopia Utopia Utopia U

Football Poetry

The students of Boone (Ia.) High School issue semi-monthly *The Commercial Enterprise*, a two-column, four-page college organ, printed by mimeograph or multigraph. It is a very newsy periodical. The following poem is featured in the October 14th number. Presumably the piece is original in the *Enterprise*, for there is no signature nor credit to indicate another source:

FOOTBALL DAYS

The football days have come again,
 The gladdest of the year;
 One side of Kenneth's nose is gone
 And Clyde has lost an ear,
 Heaped on the ground the players jab
 And punch and claw and tear,
 They knock the breath from those beneath
 And gouge without a care.
 They break each other's arms and legs,
 And pull joints out of place,
 And here and there is one that gets
 The teeth kicked from his face.

The Freshman and the Sophomore,
 Besmeared with grime and mud,
 Go gallantly to get the ball
 And quit, all bathed in blood.
 The Senior knocks the Junior down
 And kicks him in the chest,
 The High School boy is carried home,
 And gently laid to rest,
 While here and there a crowded stand
 Collapses 'neath its weight,
 And forty people get more than
 They paid for at the gate.

Big Spelling and "Ciphering" Match in Kansas

J. W. Wiley, superintendent of public instruction of Crawford County, Kan., writes the *PENMAN* stating that "Crawford County, Kan., is planning one of the biggest spelling and ciphering matches ever held west of the Mississippi River, in which over 8,000 students will participate. Our plan is to insure prizes to the best speller or most rapid calculator in every district, as well as capital prizes for the highest honors in individual or team work."

There are 129 districts in the county. The contest will be held in February.

"Questionary" or "Questionnaire," Which?

Chicago, Dec. 4, 1913.

Editor of THE AMERICAN PENMAN:

I have noticed, in the symposium upon the duties of penmanship supervisors which you have been printing, your use of the word "questionary." A list of questions such as you have sent out is called a "questionnaire" by the teachers and officials of Chicago. By what authority do you use the word "questionary"?

L. V. N.

(Chicago Teacher.)

The Century Dictionary defines the noun "questionary" as "of or pertaining to question." Its French equivalent is given as "questionnaire." The Century and also the Standard Dictionary are silent about the specific use of a word describing such a list of questions as was sent out by the *PENMAN*, and such lists as are frequently sent out by the officials of all large educational systems. Probably the next edition of some dictionary will attempt to authorize, for this specific use, either "questionary" or "questionnaire."

The editors of the *PENMAN* preferred to follow the Century Dictionary, in the absence of clearer authority. Besides, "questionary" is an old word in English. Pope wrote to Swift in 1736: "I return only 'yes' or 'no' to questionary or petitionary epistles of half a yard long."

It is an accepted rule among the leading writers of England and America that when there is an English word it shall be used in preference to its foreign language equivalent.

However, it has been well said that he is a poor scholar who cannot go behind the dictionary.

We find, upon inquiry, that the New York school officials, as well as the Chicago officials, use the word "questionnaire." In fact, when we made inquiry at school headquarters in New York, there was great surprise to learn that any dictionary had in it such a word as "questionary."

In the end, as Guizot said, common sense makes the ordinary signification of words, and "common sense is the genius of mankind." But, since New York and Chicago have combined to authorize "questionnaire," even in opposition to the Century Dictionary faculty, we go with the two big cities, and order that in future "questionnaire" shall be the style of the *PENMAN*, and we shall see whether common sense will indorse that style.

Styles in words change, and often arbitrary forms are accepted and used in a way that is a sort of fad. Just now it is the fad to use the word "centenary" (wrongly, we think) for "centennial." Newspapers began it, and magazines and schools seem to have followed without question.

If the discussion on "questionary" interests our readers, we shall be glad to hear from them.—Ed.

Arithmetic and Rapid Calculation

By H. Winfield Wright, LL.B.

Strayer's Business College
Philadelphia, Pa.

Rapid Calculations



IN the good, old-fashioned business school, the student usually found that Rapid Calculations covered the mastering of a few short cuts, real dazzling parlor tricks, which in the main were quickly forgotten by him after he had taken a position in the counting-rooms of some concern. Why, you ask, did the graduate of the old-time school forget his short cuts in figuring? Because of lack of use; because, in the great majority of cases, they could not be adapted, or applied to the uses of real business—they were impractical.

Business schools, however, gradually adopted the policy of offering real training in figuring. They began to require their students to reach a high standard in the mastering of the essentials—a high standard in the acquisition of both speed and accuracy. Their graduates could add, subtract, multiply and divide at a high rate of speed, and reached almost marvelous accuracy. Their alumni could figure invoices, strike off discounts, handle accounts, without the semblance of an error, and this coupled with a highly pleasing measure of speed. Interest and its applications as computed in the up-to-date commercial office was the simplest mental exercise for them. Most schools, the writer believes, have adopted common-sense figuring, and are winning back that which they had long since lost—the confidence of business men in this department of commercial school work.

Rapid Calculation Coming Into Its Own

It takes a great amount of drill, however, to reach such a standard, hard co-operative effort, real work, both on the part of the teacher and on the part of the student body. Most teachers of the new Rapid Calculation schools cannot find the time to teach anything other than the rudiments and essentials. Those who have the time to fire off a trick or two, consider that they can best subserve the interests of the student body, the institution and therefore themselves by sticking to sensible work.

Teachers of this class by sticking to the legitimate have done much to regain the confidence and respect of business men, with whom they are sensible enough to see they should co-operate—grasp hands or fall. It is certainly up to the business school to give the business man just what he desires in the way of office help. They, the schools, can never do this—turn out capable office help—so long as they allow teachers to waste the student body's time teaching it practically worthless tricks—worthless because of their much-restricted application—instead of drilling the student to take his place as a really useful unit of some counting-house organization.

Nothing is more vitally important for the young business man or woman to master than aptness in commercial computations. He may be a trifle weak in other departments of his business equipment, but, if he is strong here, he need entertain no fears. Let him, on the other hand, be weak in figuring, no matter how strong he may be in other quarters, and he can never achieve more than partial success. In fact, being slow and accurate, or speedy and a trifle inaccurate, while not so disastrous as general weakness, is a serious handicap.

Suggestions to Teachers

The teacher should first drill his students with accuracy as the objective point in view. When they have reached a satisfactory degree of accuracy, he should next drill them systematically, carefully, constantly, toward the acquisition of a high rate of speed along with absolute accuracy.

The young bookkeeper should be drilled in addition and subtraction right from the very beginning of his commercial

school career. The mastering of the science of accounts is 100 per cent easier for the good adder than for the student weak in this respect. If the right stress is laid on addition and subtraction right from the outset, many students, who, otherwise, drop out, discouraged, because of their inaptness at figures, would complete the entire course. Everybody—all parties concerned—would be benefited.

The addition, vertical and cross, should be dictated to the class. The teacher should hold his watch on the class at all times. Race them against time and you will see them become intensely interested. You will, not unwillingly, witness their concentrating every vestige of their mental equipments upon the subject matter in hand. You will be delighted to note phenomenal progress. This is but another example of the speed mania so prevalent these days, especially on this side of the sea.

Taking up, first, vertical addition, the teacher should dictate columns containing no more than 60 figures, say, 6 wide and 10 figures deep. At the outset a class should be given about 90 seconds to add a "6 x 10." When practically the entire class is able to add consistently in 90 seconds, begin somewhat as follows: "Class, you added the last '6 x 10' in 90. How many of you can do it in 75?" Scores of hands will fly up eagerly. This will please you, as you are out for results. You will notice in each class of fifty students a few naturally fast adders. To them lay great stress upon accuracy, and ask them to try to get over the "6 x 10," twice in the time given. Tell them that the whole class will be adding in 45 seconds within six weeks; that, if they wish to remain leaders, they will have to be able to go over a "6 x 10" twice, or three times, in 90 seconds. Ask them: "Will you allow the class to catch you—to overtake you? Are you going to hold your present lead, or quit?" To the class and slow ones: "Will these leaders still be leading you in thirty days? Can you overtake them?"

Make them fight for class honors, prestige and incidentally for accuracy and speed.

Class Tests and Ratings

Holding frequent tests I have found to be a most excellent plan. The passing mark should be 100 per cent and never lower than 90 per cent. When the class can do "6 x 10's" in 45, it is feasible to give them in succession "6 x 15's," "8 x 15's" and "8 x 20's".

When the class has acquired satisfactory speed and accuracy in vertical addition and subtraction, it should be drilled in cross addition and subtraction.

Give the student a block of, say, ten items upon which interest is to be figured.

Example:

Principal.	Days.	Interest.	Amount.
\$713.42	67	\$7.97	\$721.39
841.73	57	8.00	849.73
1,000.00	73	12.17	1,012.17
450.00	81	6.08	456.08
24.87	53	.22	25.09
1,291.00	19	4.09	1,295.09
943.99	95	14.95	958.94
400.50	98	6.54	407.04
1,540.86	102	26.19	1,567.05
111.15	29	.54	111.69
\$7,317.52		\$86.75	\$7,404.27

The student, of course, should be shown how to prove the correctness of cross addition and subtraction. The pupil gets here some valuable training in the addition of broken columns. The young bookkeeper, however, gets plenty of practice in

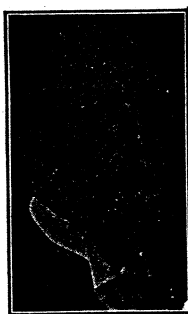
(Continued on page 208)

Commercial Law

By George Harrison McAdam
New York City
Member New York County Lawyers Ass'n.

Authority of Agents

FIFTH ARTICLE



MODERN business is done on so large and complicated a scale, and so much of it through corporations, that the question of when and how far a principal is bound by the act of his or its agent, is exceedingly important, and becoming more so.

Recently an advertising solicitor handed to the business manager of the New York World Almanac an advertising contract, demanding his commission. The manager refused to accept the contract or to pay the commission. The reason for the refusal

should be of especial interest to readers of THE AMERICAN PENMAN. The contract purported to be executed by a well-known and reliable concern, signed with a rubber stamp, having the usual "per," the space following the "per" containing a name written in ink. This name was illegible. The solicitor did not know the name; said he had talked about advertising with the man who appeared to be in charge, and this man had turned him over to the man who had signed. The solicitor did not know the names of either of the parties, nor could he decipher the signature.

The business manager said, in turning down the contract: "How do I know that the man who signed this, had authority to give out advertising; and how can I find out, when I can't make out the name?"

Be Cautious in Accepting the Authority of Agents

His caution was justified. Anyone might pick up a rubber stamp and use it. The authority of the man whose actual signature it was, was a proper subject of inquiry. The concern might have repudiated the contract as unauthorized.

The general rule is that a principal is bound by such acts of his agent as are within the ordinary scope of his employment.

For example, a man presents a check at the window of a paying teller or cashier for certification. If the man at the window certifies, the bank is held even though there are no funds in the bank belonging to the drawer of the check, and the teller or cashier is disobeying a rule of the bank in certifying. On the other hand a man might ask the president of a bank to procure for him the certification of a check, the president might comply, yet the bank would not be held, because it is no part of a bank president's duties, real or apparent, to certify checks.

Trade customs figure largely in deciding whether an act is or is not within the ordinary scope of employment. Thus a principal would be held liable for bills incurred by a traveling salesman while on the road, for carriage hire, but not for board or hotel bills. The owner of the livery would not be bound to inquire whether the drummer was actually using his rig for business or pleasure; but if it were forced upon his attention that the rides were to be for pleasure and not for business, the principal would not be liable.

Payment to Agents for Goods Received

Where a man is out soliciting orders for goods selling by sample, he has no implied authority to receive pay for them. But where a salesman delivers the goods he sells, the customer will be protected if he pays at the time of the delivery, but not if he pays afterwards. Nor is a customer safe in paying for goods merely because some man calls on him with the firm's or company's bill for them.

In the ordinary case of selling over the counter the purchaser may safely pay the salesman at the time, but not afterwards, nor at any other place.

Authority to sell means to sell for cash. There is no implied authority to extend credit, nor to accept checks; nor is there any implied authority to exchange one class of goods for another, nor to pledge them. A salesman in charge of a branch store has no implied authority to borrow or raise money for his firm by giving a chattel mortgage on the stock or fixtures.

Where goods are sold on the instalment plan, it is usual to send collectors for the instalments. In such cases those who pay the person calling with a statement of the account, are protected. If the collector has been discharged, the fact of the discharge must be brought to the notice of the purchaser, otherwise he is protected in still dealing with him.

Bills frequently have on them a printed warning to pay only by check, only at the office, store, desk, etc. Such notices are valid provided they are printed conspicuously enough to attract attention and not be readily overlooked. Those who pay the deliverers of goods or those who call with a bill, disregarding such a notice, do so at their own risk, and may have to pay a second time.

Officers of Corporations are Agents

Corporations can act only through officers and agents. Every officer of a corporation is an agent for some purpose, but not every agent is an officer. Officers of a corporation cannot delegate their power. The stockholders elect the trustees; the trustees elect the officers. Trustees are usually given power by the constitution and by-laws to fill vacancies between annual elections caused by resignation, failure or neglect to act, or by death. A treasurer cannot appoint any one to act as treasurer in his place, nor a secretary appoint a substitute secretary; trustees have no right to select others to act as trustees in their places, not even by a power of attorney.

Banks require corporations, firms and companies, to file with them the signature of the officers authorized to sign checks. In the case of corporations, there must also be filed an extract from the minutes of a meeting, designating the selection of a particular bank, and the names of the officers authorized to sign checks.

Limitation of Powers of Agents

The powers of corporations are limited by their charters. The agents of a corporation cannot be authorized to do things which the charter does not authorize the corporation itself to do.

It is not within the ordinary scope of authority of an officer or agent to make notes or execute assignments. Trade papers or magazines frequently desire to borrow money on advertising contracts. Advertising is not as a rule paid for until it appears. Publishers anticipate the time of payment, pledging the contract as security for the loan. Lenders on such security should require evidence that the trustees or directors of the publishing company have at some meeting authorized by resolution the officers to execute the proper papers in the name of the company. Otherwise the company may repudiate the debt thus created. The mere signatures of the proper officers would not be sufficient evidence of their right to bind the company. The same rule applies to the making of promissory notes.

Partners have no inherent right to bind the firm by the making of a promissory note. The consent of the other members of the firm will not be presumed but must be proved.

Agents of Voluntary Associations

Unincorporated clubs and other voluntary associations, as churches, political committees, and the like, are not competent principals, because they are not legal entities

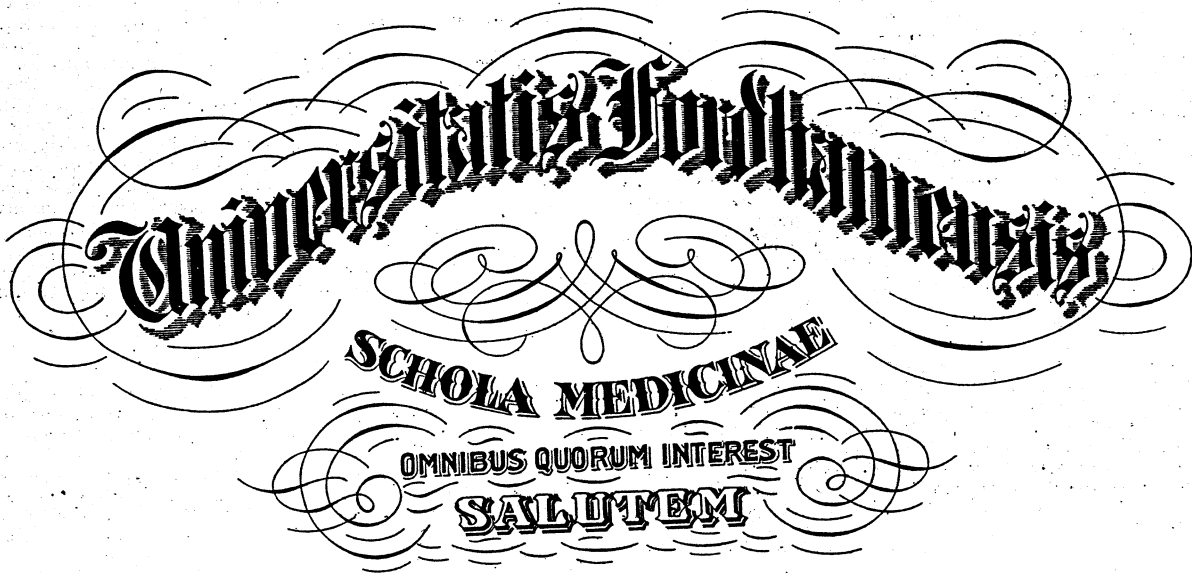
A member of an unincorporated club is not liable as a principal for contracts entered into by the officers of committees of the club; nor can a majority bind a minority so as to make those in the minority responsible for debts contracted by a vote of the majority.

Incorporated clubs act through trustees, governors or boards of managers, and such trustees have only such powers as the constitution and by-laws endow them with. Thus a club librarian has no inherent authority to purchase books or to contract for the binding of magazines and papers. Whatever authority he has must come from

the constitution of the club or by resolutions of the board regularly passed at board meetings.

Agencies are frequently established by acquiescence, as where a husband pays, without demur, for goods ordered by his wife. Tradesmen have the right to assume that a course which has begun will be continued. A husband could not pay some bills and then arbitrarily refuse to pay others. The question of what is usual and reasonable applies to such agencies. Technically speaking, a wife is not the agent of the husband, she merely becomes his agent through his acquiescence and subsequent ratification.

Certificate designed for Fordham University, N. Y. by Joseph Galterio, who is contributing a Series of Instructions in Engraver's Script to *The American Penman*.



Hisce Litteris testamur nos
ad gradum Doctoris in Medicina unanimes
consensu promovisse, eique jura nec non et privilegia omnia
ad eundem gradum pertinentia dedisse et concessisse
In cujus rei testimonium hunc DOCTORATUS DIPLOMA
communi nostro sigillo et Rectoris hujus Universitatis
chirographo muniendum curavimus.

Datum in aula nostra academica apud Fordham
in Status Neo Eboracensi, die _____ mensis _____
anno Domini millesimo nongentesimo: _____

Choosing an Occupation

By C. L. Chamberlin
Osseo, Michigan

Stenography As a Means of Entering Business

FIFTH ARTICLE

STENOGRAPHY is usually one of the two means chiefly used to break into the business life, the other being book-keeping. There are several reasons for this, or rather excuses, since the leading one is not based on a true nor desirable reason. In the past it has been possible for a young man or woman from the eighth or ninth grade of the public school to attend a business college, and in five to eight months, often less time, make preparation for a position as stenographer or bookkeeper. The short time required proved a strong incentive to enter business by this means rather than to study a profession or calling that demanded a college course of two to five years.

Fortunately the time is passing when responsible, reliable business schools recommend this brief training or use it as a bait for trapping ignorant young people as students. The better classes of schools are urging two to four years of high school training before entering the strictly commercial classes, and this increase in period of preparation is making itself felt by increased salaries and more rapid advancement.

Defective preparation showed itself in defective work, and this in turn resulted in lower wages. For this reason stenography has been considered a woman's employment, offering too few inducements to tempt the young man of ambition and aspirations for the better things in business. This is a mistake; one need only to look over the earlier careers of many prominent public men to-day in order to see and understand. When the young man looks beyond stenography and regards this study more as a means than an end, he can see that there are many chances for advancement connected with the work of a male stenographer. The man who is contented with his present position may not see these opportunities, but the far-sighted one, the young man who is really capable of embracing opportunities, will be able to see the future and a successful career which a study of shorthand will prove the means of attaining.

Importance of the Private Secretary

Every great man in any business or profession has a heavy correspondence of the more important kind, the unimportant letters being cared for by a subordinate. To take the dictations for these letters and write them out he requires a well-trained and trusty stenographer. Not every stenographer can be trusted with the important secrets of the house. Not every stenographer can be depended on to take the dictations with entire correctness nor to type them neatly and correctly. The person about the establishment who combines the needed qualities to the greatest extent will be assigned directly to the private correspondence of the president or head manager, and with this assignment comes the first opportunity for advancement. At first the chances are few, but when the great official perceives that his stenographer understands the problems pertaining to the work she writes, and his opinions on them, often of real value, he begins to discuss these questions with her until she becomes a trusted, efficient adviser and private secretary.

In large business houses the private secretary to the head is often a more important personage than the heads of the different departments. With the realization of this value will come increase in wages, until the private secretary will sometimes command a larger salary than many heads of smaller houses.

The career of George B. Cortelyou has been watched with great interest by millions in this country. From a position as stenographer in a Government department at Washington, obtained under the civil service rules by examination open to the public at large, he was by chance assigned to duty with the head of the department (a Cabinet officer) as private stenographer, on account of the care and neatness he always exercised in his work. This official was so pleased with his work that he detailed him for his own private correspondence regularly. Later, when President McKinley complained that he had difficulty in finding a satisfactory

stenographer, this Cabinet official sent Cortelyou to him, and as a result he was permanently retained as stenographer, and later private secretary to the President. He was retained by Roosevelt, who so valued his ability to seize the important points of a problem and handle them with success that he appointed him to a Cabinet position, from which he was later transferred to another similar position of greater importance. He is now president of the Consolidated Gas Company of New York City, one of the greatest corporations of the country.

Cortelyou is but one of many who seized the opportunities the position of stenographer opened to him. But back of the opportunity there must be ability. Granting the possession of ability, the young man or woman will find in stenography the means of obtaining the desired opportunity for rapid advancement. That women also reach high places by this means is shown in many noted examples. A lady who became the private secretary to a leading official of the Standard Oil Company is drawing a salary of \$10,000 a year in this capacity. For the young woman with the ability and natural liking for the higher business problems, there are few means for advancement equal to the study of stenography.

Court Reporting Well Paid

Aside from the opportunities for exercising keen business foresight and high-class judgment in the world of commerce, there are other chances for obtaining excellent salaries by becoming an expert in stenography and typewriting. The courts of the land offer such an opportunity to the person who attains speed and accuracy to a high degree. In this field salaries run from \$1,500 to \$5,000 and even \$10,000 a year. In this case stenography becomes the end as well as the means. For many young men and women possess the ability to do careful, expert work taking conversations or speeches and writing them out correctly who would never be able to fill a high executive position. Coolness, perfect control of mind and hand and the ability to correlate them in action, with speed and accuracy will win preferment in the field of court reporting at an average salary of \$2,000 to \$4,000 per year. Often there are periods when court is not in session when these reporters may do outside work. At no time are long hours required, for the human brain becomes fatigued, and in this condition is incapable of maintaining high speed combined with accuracy. For this reason, court stenographers and those who report difficult matter are not required to do work for prolonged periods.

Many great newspaper men began their newspaper careers as reporters, for which occupation they found stenography a most important preparation. Great lawyers need accurate typewriters to type their briefs, references, and arguments. They often bring their best writer into court to take down the words of opposing lawyers, in order that they may have their words at hand immediately for reference in making replies. We might continue this discussion, extending it into many other fields, but enough has been said to show the opportunities for advancement or the fields that exist for the expert in shorthand and typewriting.

Preparatory Education for Stenography

There remains the question of preliminary preparation. Let him or her who looks forward to the higher things in life fail not to make adequate preparation before going into the school of special training. The minister is required by the better theological seminaries to hold a college degree covering four years of college study before entering upon the usual three years' course in theology. The physician, civil engineer, mechanical expert, etc., must complete as a minimum four years preparatory to the four years of technical study. Even the lady who teaches in the eight grades must finish four years in high school, followed by two to four years in normal or university, before the State recognizes her as a professional teacher. Yet the boy or girl just out of the

common school prepares for a business career in from five to eight months simply because the State has no control and there are teachers and schools unscrupulous enough to profess to give preparation for a life-work in this limited period. Fortunately high schools and colleges, seeing the necessity for more extensive training for those who would succeed in business in a larger way, now offer courses that more properly equip ambitious young men and women for their work.

This higher preparation should be made at the beginning so far as possible. One never knows what opportunity may open. Recently a New York importer wrote many business schools in search of a stenographer who could read and write Spanish. He failed to find one until a young university senior accepted the offer of \$50 a week and left three months before graduation. A Massachusetts high school offered \$1,500 a year for a teacher of shorthand and book-keeping, not necessarily experienced in teaching them, but with a normal or college education back of the commercial studies. The offer went begging until a young man who had just completed a classical course in a normal college, and had been taking the commercial course for his own personal benefit, accepted it in preference to seeking a principalship as intended.

In conclusion we say, remember that for the young person of ability and ambition, stenography offers many opportunities for advancement. Expert skill in shorthand and typing proves an excellent end in itself. Make a high school course your minimum preliminary training when possible, and do not think of attaining more than the most mediocre success if you enter business with less than two years of general education after leaving the common school. Make yourself a competent, efficient worker. Learn to keep to yourself every scrap of information concerning your employer's business. Show him your interest, your ability to help him,

your knowledge of his problems. Make yourself worthy and there is no limit to the positions you may reasonably hope to fill. Salary? Never fear. It will be commensurate with your service, and of no mean proportions if you really deserve it.

The Most Famous Written Document

What is undoubtedly the most important written document in the world is the subject of high and generous praise from the ambassador of a great nation which has no such document.

"In the Constitution of the United States," said Mr. Bryce, to the Pennsylvania Society, "you have shown the world how it is possible to reconcile national unity with the existence of local self-government in larger and in smaller communities over the immense spaces of a continent, a problem which a century and a half ago every one would have thought insoluble. Thus has the Constitution of the United States become, by the example of its working and the halo of fame which now surrounds it, one of the vitalizing forces of the world. Let us honor the memory of the illustrious men who rendered this incomparable and enduring service, not only to you but to all mankind."

Four sheets of parchment, each twenty-two by twenty-eight inches, lying in a steel safe in the State Department at Washington. Signatures fill the last sheet. The pages are filled with close writing in the old-fashioned style. All the nouns begin with capital letters, and the spelling includes "chuse," "controul," "honour" and "encreased." Only one copy exists, the final engrossment. The ink has faded a little but is still clear and easily read. On the first page, at the beginning, engrossed in very large, black letters that stand forth indelibly in bold relief, are the words *We, the People.*—*New York Evening World.*

Greeting Designed and Written by F. W. Martin, Boston, Mass.

*A Happy and Prosperous
New Year
to Our
Friends and Subscribers
1914
The American Penman*



Bookkeeper's Penmanship

By A. F. Jaksha, of L. C. Smith & Bros., Portland, Ore.—FIFTH ARTICLE.

With this issue is completed the course in Bookkeeper's Penmanship by Mr. Jaksha, which was commenced in the September number of last year. This course has attracted wide attention outside commercial schools, and was especially appreciated by thousands of clerical employees of business concerns in all parts of the country.

In the February issue there will appear the first article of a course in Office Penmanship, by Mr. J. G. Steele, of

New York, one of the recognized masters of style especially adapted to bookkeeping and recording departments of commercial concerns. Mr. Steele is the instructor in penmanship for the National City Bank, of New York, the largest banking institution on the Western Continent.

In the following copies, Mr. Jaksha goes back to the fundamentals of business writing, believing that it is well for bookkeepers to often practice plain body writing.

ILLUSTRATION 21

Practice the twenty-six sentences beginning with each letter in the alphabet. This is excellent work for advanced students. Keep up speed, watch your position and be sure you are using good materials. It does not pay to use anything but the best.

*Are you following instructions? Are you?
Be on your guard all the time. Be.
Can you imagine the value of time?
Do your work well. Always do your best.*

NUMBER 22

*Evening practise makes penmen. Evening
Faithfully and earnestly keep at it. F. F.
Gaining, gaining little by little. G. G.
Have you been using good movement?*

NUMBER 23

*Inning after inning must be played.
Join your letters with ease and care.
Kind words can never die. Be kind.
Learn to write well. You'll never regret it.*

NUMBER 24

Mind your own affairs. Mind M M N.
Never give up. Keep on trying. Keep on.
Oregon is a state in the West. Oregon.
Portland, Ore is called the Rose City.

NUMBER 25

Queen bees are larger than workers.
Remember about your position. R R.
Study the formation of letters. S S.
Unite a few words now and then.

NUMBER 26

Very carefully! Very carefully! Very.
Wishing you unbounded success. W.
X is a difficult letter. Practice it.
You should practise an hour each day.

NUMBER 27

Zebras are found in Africa. A to Z.

College Men Would Cut Elementary Courses

After an investigation lasting ten years, a committee of the National Educational Association, of which President James H. Baker, of the University of Colorado, is chairman, has put its report into a pamphlet entitled "Economy of Time in Education," recently issued by the United States Bureau of Education and distributed free.

The committee asserts that there is a waste of at least two years in the present plan of American education. They propose that six years be assigned to the elementary school instead of eight as at present; that the high school period be from age 12 to 18, divided into two parts of four and two years each; that college work extend from age 18 to 20, or 16 to 20, according to the method of distributing the last two

secondary years; and that graduate or professional work at a university cover the years from age 20 to 24. This, so the report says, would enable boys and girls to get ample vocational training after the age of 12; it would enable those who go on to college to get through their college work at the age of 20; and it would save the professional man from having to wait until 27 to start his professional career.

"Teach the facts about your home city in the public schools," urges the Bureau of Municipal Research, New York City.

Having introduced medical inspection in 1872, Elmira, N. Y., claims to have been the first American city to adopt health supervision of school children.

Business English

By Josephine Turck Baker
Evanston, Ill.
Author of "The Correct Word"
and other text books

Correct Forms for Business Letters—SECOND ARTICLE

Models for the Introduction of Business Letters to Men

(To an individual)

Mr. John B. Brown,
Chicago, Ill.

Mr. John B. Brown,
320 Dearborn St.,
Chicago, Ill.

or Dear Sir:—Your letter, etc.

Dear Sir:
Your letter, etc.

(To firms)
MODEL 1

Messrs. Lyon & Healy,
Chicago, Ill.

Messrs. Lyon & Healy,
199 Wabash Ave.,
Chicago, Ill.

or Gentlemen:—Your letter, etc.

Gentlemen:
Your letter, etc.

MODEL 2

Messrs. A. C. McClurg & Co.,
Chicago, Ill.

Messrs. A. C. McClurg & Co.,
221 Wabash Ave.,
Chicago, Ill.

or Gentlemen:—Your letter, etc.

Gentlemen:
Your letter, etc.

MODEL 3

Messrs. Brown, Grey & Co.,
Chicago, Ill.

Messrs. Brown, Grey & Co.,
122 Franklin St.,
Chicago, Ill.

or Gentlemen:—Your letter, etc.

Gentlemen:
Your letter, etc.

Note.—When the introduction consists of four lines, the body of the letter frequently begins on the same line as the salutation; a dash then follows the colon. Sometimes the dash is used when the body of the letter is not on the same line as the salutation, but the present tendency is to omit it. The following are correct salutations for business letters to men:

Singular.

Dear Sir: (formal)

My dear Sir: (more formal)

Sir: (most formal)

Note.—The present tendency is to use "Gentlemen" rather than "Dear Sirs," when addressing either a firm or a corporation. "Sirs" is generally regarded as objectionable. In business letters, where a cordial relation exists, it is correct to use the salutation, "My dear Mr. Blank"; "My dear Friend" or "Dear Friend" is objectionable. "My" is necessarily omitted from all salutations, whether formal or informal, when the letter is written in the plural and signed by a company or a firm.

Plural.

Gentlemen:

Models for the Introduction of Business Letters to Married Women

(To an individual)

Mrs. John J. Brown,
Chicago, Ill.

Mrs. John J. Brown,
320 Dearborn St.,
Chicago, Ill.

or Dear Madam:—Your letter, etc.

Dear Madam:
Your letter, etc.

(To a firm)

Mesdames Brown & Gray,
Chicago, Ill.

Mesdames Brown & Gray,
151 State St.,
Chicago, Ill.

or Ladies:—Your letter, etc.

Ladies:
Your letter, etc.

Models for the Introduction of Business Letters to Unmarried Women

MODEL 1

Miss Mary Brown,
Chicago, Ill.

Miss Mary Brown,
245 Clark St.,
Chicago, Ill.

Your letter, etc.

Your letter, etc.

MODEL 2

or

Miss Mary Brown,
245 Clark St.,
Chicago, Ill.

or

Dear Miss Brown:—Your letter, etc.

Dear Miss Brown:
Your letter, etc.

MODEL 3

Miss Mary Brown,
Chicago, Ill.

Miss Mary Brown,
245 Clark St.,
Chicago, Ill.

or

My dear Miss Brown:—Your letter, etc.

My dear Miss Brown:
Your letter, etc.

(To corporations)

The Correct English Publishing Company,
Evanston, Ill.

Gentlemen:

Your letter, etc.

Note.—The title "Messrs." is used before firm names ending with "& Co." "Messrs." is not used when "&" is omitted. Compare the foregoing model with those which precede it. Note 2.—When addressing a corporation, the article "the" must be used, if employed by the company; the word "company" is written in full. When "&" precedes "company," the latter may be abbreviated.

Note 3.—While the number and the name of the street are often omitted from the address, the name of the town and of the state is generally employed; thus: the foregoing models are preferable to the following:

Mr. John Brown,

Dear Sir:

Note 4.—The salutation is sometimes followed by a comma and a dash, or simply by a comma. The use of the comma is regarded as less formal than that of the colon, and so is more especially adapted to letters of a friendly or an informal nature. In letters of a strictly business nature, the colon is preferable. Again, there is a growing tendency to use the colon in all letters, formal and informal, whether of a business or a social nature. When the comma is used, or the comma and the dash, the address is then placed at the bottom of the letter and at the left side of the page; thus:

My dear Mr. Brown,
Your letter, etc.

or

My dear Mr. Brown,
Your letter, etc.

Very sincerely yours,

Very sincerely yours,

Mr. John Brown,
Chicago, Ill.

Mr. John Brown,
2020 Michigan Ave.,
Chicago, Ill.

The following model is suggested as in accordance with the present tendency, namely, to use the colon even when the letter is informal:

My dear Mr. Brown:
Your letter, etc.

Very sincerely yours,

Mr. John Brown,
Chicago, Ill.

Salutations for Married Women

Singular.

Dear Madam: (formal)

My dear Madam:

(more formal)

Madam: (most formal)

Plural.

Ladies:

Note.—Correct English does not favor the use of MADAM

Salutations for Unmarried Women

Singular.

Dear Miss Blank: (formal)

My dear Miss Blank:

(more formal)

Miss Mary Blank:

(most formal)

Plural.

Ladies:

when addressing an unmarried woman. This title is recorded as being especially required when addressing either married or elderly women; and, inasmuch as in the case of an unmarried woman it is impossible for a stranger to determine whether the form is applicable, it should be discarded altogether.

Exercise

Write models in accordance with the foregoing instructions.

A ship-building slip is maintained in connection with the high school at San Pedro, Cal., where, under the practical instruction of a nautical architect, the students learn how to build a boat, make and place the engine, and launch and run the craft. Classes in boat-building and marine commerce make trips to the wharves and aboard ship to study ship-construction, engine-action, and the character of the cargoes. Shipping law is also part of the course.



By J. W. SWANK, OF WASHINGTON, D. C.

Aged seventy-eight years, who has engrossed many famous documents for cabinet officers. Last year he resigned his place in the Treasury Department after a continuous service of forty-six years. The government does not provide a pension for him, nor for any clerks who do similar work and give their life service. Mr. Swank is now the dean of pen designers and engrossers of America.

DEPARTMENT OF Elementary School Writing

Symposium on Duties of Supervisors—Continued from last month

THE editor has received many proofs of the great interest in the letters from penmanship supervisors, answering, categorically, the questionnaire sent out by this magazine. The PENMAN has called attention to the lack of any authoritative set of principles and rules governing the office and profession of supervisor of penmanship. With a view to bringing out and collating data which may form the basis of the recognized standard and guide for the profession in the future, the following list of questions was sent to a selected list of supervisors, covering every section of the country:

- 1—To what extent should the supervisor of penmanship in a public school system be held responsible for the progress of the pupils in this branch?
- 2—To what extent should the grade teachers in public school systems where supervisors are employed be held responsible for the progress of the pupils in writing?
- 3—Is it possible for the supervisor who sees the pupil infrequently, and perhaps in some cities no oftener than once a month, to teach the pupils practical writing?
- 4—Would it be possible for a supervisor in a small place, who could give a lesson to all the pupils once a day, to teach these pupils to write well if the grade teachers were not interested?
- 5—If the grade teachers should be held responsible for the writing of their pupils, just what work should the supervisor do?
- 6—Assuming that teachers cannot teach that which they do not know, is it necessary that those in charge of the grades and teaching the various objects should be taught how to demonstrate and teach practical writing?
- 7—If the teachers should be taught, how often should the supervisor meet them for drills and discussions?
- 8—How high a standard of efficiency should be required of the grade teachers?
- 9—Presuming that in some places the teachers might object to practicing penmanship, to what extent should the influence of the supervisor be used to induce them to do so?
- 10—If teachers do not respond to the requests of the supervisor and learn how to demonstrate and teach writing, to what extent should the authority of the school officials be enlisted?
- 11—If the grade teachers respond cheerfully and extend to the supervisor their sympathetic co-operation, to what extent should the supervisor give model lessons in their classrooms as a part of the normal training?

The printing of the answers to these questions was commenced in the November (1913) issue and in the December issue. The following answers are selected from many still unpublished:

John O. Peterson, Supervisor, Public Schools of Tacoma, Wash.

- 1—The very fact that he is a supervisor should indicate that he is responsible for the work under his supervision.
- 2—Each teacher should be responsible to the supervisor for the work of her class. In departmental work each teacher in the department should share the responsibility.
- 3—A special teacher should not attempt it. A supervisor can do so only through the teachers. This applies to young pupils; in departments and high schools where the special teacher meets the classes every week the case would differ.
- 4—Teachers are interested in anything well done. If the supervisor cannot interest the teachers he should resign.
- 5—Five pages of manuscript omitted here.
- 6—Yes. There are exceptions. Perhaps one out of

twenty will get results without taking the training. Our teachers have been anxious to learn.

7—Often enough to make the work consecutive. New teachers once a week until they master the essentials. All teachers by grades at least twice a year.

8—As high as expected of the pupils.

9—The supervisor's suggestion should be sufficient.

10—The superintendent should get a new supervisor or a new staff of teachers.

11—As often as he finds he can strengthen the work of a teacher by so doing. He should see the teacher work, as well as let her see him work. A large percentage of teachers are able to teach penmanship quite as well as some supervisors.

I believe there is no one way that can be standardized and called best for all localities. The superintendent and supervisor must determine the best method of procedure. Real lasting results are obtained only when the superintendent, supervisor, principal and teacher all work in harmony.

JOHN O. PETERSON.

Miss Stella Henderson, Supervisor, Public Schools of South St. Paul, Minn.

1—The supervisor of penmanship should not be held responsible for failure in that subject unless she fails to arouse interest in it.

2—The grade teachers, being with the pupils constantly, should direct the writing and be responsible for its success or failure.

3—A teacher who comes into a room infrequently cannot teach writing well.

4—It would not be possible for a supervisor to succeed in teaching penmanship unless the grade teachers are interested, even though the supervisor is present every day.

5—The supervisor should first of all arouse interest in penmanship and train the grade teachers to write well. She should also give model lessons, more, however, for the benefit of the teacher than for the pupils.

6—Yes, every grade teacher must know how to teach well every subject in her course of study, and she cannot teach penmanship unless she writes well.

7—The teachers should meet if possible every week for help from the supervisor, and should practice penmanship every day. If meetings cannot be held every week, they should be held at least every two weeks.

8—Every grade teacher should hold a Palmer Teachers' Certificate.

9—Every grade teacher should be required to learn to write well. No exceptions should be permitted to this rule.

10—No grade teacher should be permitted to remain in a school system unless she is willing to learn to demonstrate and teach practical writing.

11—A supervisor who has the co-operation of the grade teachers will give model lessons in the class-room as often as time permits, and will do all in her power to raise the standard of penmanship in the schools. Writing is such an important subject that everyone interested in the youth of our country should be awakened to a realization of its true value.

J. V. Brennan, Superintendent of Schools, Ironton, Mich.

1—The supervisor should share responsibility with the teacher, but each must feel responsibility for both.

2—To a complete extent. Both must assume full responsibility.

3—No, except through the teacher.

4—No, at least not to the highest degree.

- 5—Teach teachers how to write and how to teach writing.
- 6—It would be best to teach those in charge of the grades.
- 7—As often as necessary to make good writers and teachers of writing. This varies with individuals. Once a week secures good results, providing that the teachers practice.
- 8—As high as you can get.
- 9—The supervisor's power should be final and absolute. The stubborn teachers should be compelled to improve or get out.
- 10—Authority of school officials should be enlisted sufficiently to compel unresponsive teachers to learn how to demonstrate and teach.
- 11—As often as necessary. Once a week secures good results.

Miss Mercy Aylesworth, Supervisor, Public Schools of Mt. Vernon, Iowa.

- 1—The supervisor should be held responsible for the progress of the pupils only to the extent of seeing that the proper plans and methods are used to secure the best results.
- 2—The grade teachers are responsible for the carrying out of the plans and methods of the supervisor. If the progress is poor because the wrong plans are used the supervisor is responsible, but if the plans are good and the progress poor because they are not followed, the grade teacher is responsible.
- 3—It is absolutely impossible for the supervisor who sees the pupils no oftener than once a month to teach them practical writing.
- 4—Even if the supervisor could visit the pupils daily she could do very little without the co-operation of the grade teacher. Even in such subjects as music and drawing the supervisor cannot do much without the help of the grade teacher, and in writing it is even more difficult, since it is so constantly used and so interwoven with all other work. If we expect the pupils to do much the grade teacher must help. The children must feel that *their* teacher believes in what the supervisor is trying to teach them.
- 5—The supervisor should see that the grade teachers are prepared to teach the writing and that the proper interest and enthusiasm are kept up, both among the teachers and pupils.
- 6—It is certainly very necessary that the grade teacher be taught how to demonstrate and teach practical writing. Every teacher in the public schools, including the high school teachers, should thoroughly understand this subject.
- 7—If practical writing is being introduced for the first time, and the teachers have little knowledge of the subject, once a week is none too often for the supervisor to drill the teachers. After the teachers get a start, perhaps in three or four weeks, once a month will be as often as will be necessary or practical.
- 8—The standard of efficiency for the grade teachers should not be too high. The teachers should be required to do all their written work with the proper movement and form, and should be able to demonstrate form and movement to the children with ease.
- 9—The supervisor should use all the influence possible to induce the grade teachers to practice. The supervisor, if possible in any way, should avoid all friction with the grade teachers, even if their practice must be sacrificed.
- 10—The school authorities should be urged to set a standard for the writing and a time limit for its attainment. Every grade teacher should at least be required to hold a Palmer Method Certificate, and a year's time be given for securing it. If at the end of this time there be some who have failed to secure it an extension of time should be given, and if, after a suitable interval, the requirements still are not met, the delinquent teachers should be removed. This should not be considered a hardship. When they know what it would mean to the children and what a great advantage it would be to themselves, surely no progressive teachers would refuse to qualify for the teaching of practical writing.
- 11—The supervisor should arrange to give model lessons in the class-rooms as often as possible, depending upon the amount of work and the time at her disposal.

Miss Myrtle N. Stalaaker, Grade Teacher, Public Schools of Charleston, W. Va.

In answering the questions sent me, it has seemed best to combine some of them.

The supervisor should so present the work that the grade teacher may thoroughly understand the subject.

On the other hand, the teacher must be willing to be helped. She should not object to attend meetings and doing the

drill work necessary for her to acquire the style of penmanship required of her pupils. Any system of penmanship will be a failure if the children are not required to write in the correct way and use the correct letter forms in all written work in other subjects. Therefore the teacher should see that the pupils do this. She should also consult the supervisor when any difficulties arise. When the supervisor is in the room the teacher should watch the model lesson closely to see if she can get any new teaching points. If the teacher fails in any of these things, the failure of the pupils should be attributed to her.

By occasional and infrequent visits the supervisor will be able to teach the children only a little about penmanship. In a twenty-minute period she could not hope to more than partially teach a letter.

In order to acquire a good style of penmanship the pupil must keep a good position, and use correct movement and letter forms in all written work. If the grade teacher is not interested she will fail to hold the pupils to this, and their progress will necessarily be slow.

The teacher should know the system and how to teach it. If she does not, how can she show the child where he is right or wrong?

When the supervisor visits a grade she should give a model lesson. The pupil will then come in contact with a different way of presenting the subject and new interest will be aroused. The supervisor will be enabled to see the children's work and become personally acquainted with many of them. She will thus be able to suggest to the teacher some way to help those who have difficulties. The grade teacher, by watching the supervisor, will often be able to get a new view-point of the letter, word or sentence. She will thus be able to present her work in a better way.

It would be well for the grade teacher to give the lesson occasionally before the supervisor, to let the latter see if the work is being presented in the correct way.

It is only by the hearty co-operation of the teacher and supervisor that the best results can be obtained in penmanship.

Miss Laura Jane Breckenridge, Supervisor, Public Schools of Lafayette, Ind.

1—The supervisor should be held responsible for the progress of the pupils to this extent: He should present the work in a systematic, logical way and upon a psychological basis; he should furnish a clear, concise and definite outline of the work for regular teachers to follow; he should do all in his power to create an interest in his subject by a pleasing personality and devices that will awaken and retain interest; he should make the students feel he is deeply interested in their progress and eager to assist them in becoming good penmen; he should try to impress upon them the value of a good hand-writing and how a poor writer is handicapped through life; he should be ready to encourage progress and help the sluggish.

2—The grade teacher in public school systems where supervisors are employed should be held responsible for the progress of pupils in writing to this extent: She should co-operate with the supervisor and earnestly and faithfully carry on the work as outlined, laying particular stress upon the points emphasized by the supervisor; she should be interested herself and manifest this interest to the students; she should exact good work and accept nothing save the pupils' best efforts.

3—In my opinion it is possible to teach the pupils practical writing in cities where the supervisor sees the pupils no oftener than once a month, if the regular teacher is faithful in her co-operation during the remainder of the time, and sufficiently qualified to carry on the work.

4—In a small place, if the supervisor could give a lesson to all pupils once a day, the conditions for good results are favorable, even though the grade teacher be not interested, but as the real test of good writing comes through application in other written work, the teacher who is interested gets the best results.

5—Many of our educators maintain that a supervisor should only direct and supervise the work while the teacher in charge presents the lesson. My mind is not fully satisfied on this point. We all know pupils are great imitators. Let us grant that all teachers are good penmen and competent to present the subject in an intelligent way; yet, does not each teacher possess a certain individuality in her hand-writing, as well as in her methods of teaching? So, if work

is always presented by the supervisor and model copies written by him, will not the progress be more marked, easier for the students and better from every point of view?

6—It is very essential that teachers should be taught how to demonstrate and teach practical writing in order to carry on the work successfully.

7—The supervisor should meet the teachers, at first, once a week in sections; as they become more proficient in the work, once a month will suffice.

8—The grade teacher should be able to write a good, practical hand, using arm movement, both on paper and on the blackboard—the latter being particularly essential.

9 and 10—In my opinion, in places where teachers object to practicing penmanship, it is the duty of the superintendent to decide what action shall be taken. The supervisor should express his willingness to give the teachers special instructions and recommend that they do become proficient in the art of writing. A supervisor cannot afford to incur the ill will of the teachers, and at best they are inclined to feel the work required by special instructors is an imposition. The superintendent can assume all responsibility and make it clear to the teachers that the supervisor is simply following his instructions in the matter.

11—In my opinion the special teacher should give a model lesson in the class rooms each time he visits them.

Miss Jennie Dennehy, Teacher of Penmanship, Normal School, Williamantic, Conn.

1—The supervisor should be held responsible for the progress of the pupils, in so far as he has teachers of normal ability and adaptability to deal with. A part of his equipment as supervisor should be tact and the power to interest the teachers under him.

2—The grade teachers should be held responsible for insisting on correct position, pen-holding and movement at all times. This the supervisor cannot do.

3—It is not possible for the supervisor to teach the pupils practical writing if he sees them but once a month, but unless he can inspire the grade teachers so that they are willing to carry on the work during the rest of the time, he fails as a supervisor.

4—No. Unless children use correct movement all the time, in all their work, they do not progress.

5—The supervisor should instruct the teachers and furnish the inspiration; then he should inspect the work of the pupils, find out and correct wrong methods, and give a lesson as often as possible in each room, so that the grade teachers may observe his methods, and the children receive the impetus given by expert teaching.

6—Decidedly yes. It is impossible to know the difficulties that beset a child in learning a new system of writing unless one has been over the same ground oneself. Children have much more confidence in a teacher and learn from her more easily if she can do the thing she tells them to do.

7—As often as he and they can get together. I think at least once a week to begin with, as the effect of a month's practice with a wrong method is very hard to overcome.

8—A higher standard than they require of their pupils. It is nonsense for a teacher who wishes to succeed in her profession to say that she cannot learn a new system of penmanship. Unless she is learning new ways of doing things all the time, she ought not to be in the profession.

9—He should use all the skill he has to demonstrate that his system is a good one, of great practical value to the pupils, and greatly superior to the one it displaces. For the most part, teachers are like business men, anxious to adopt newer and better methods which make for efficiency.

10—Unless the teachers are very old, or unusually poor, I should consider it an evidence of weakness on the part of the supervisor to be obliged to resort to this expedient.

11—As often as they seem to need it. The ability to learn a new thing differs in different people, no matter how well disposed they may be.

I think supervisors should be selected quite as much for their tact and ability to avoid friction, for their power to induce people to adopt new ideas without any coercion, as for their knowledge of the subject. It should be borne in mind that teachers as a class are intelligent people and cannot profitably be forced to do things with which they are not in sympathy. Neither can they be impressed by the methods of a

cheap demonstrator, no matter how thoroughly he may have mastered the system.

In answering 1 and 2, I am influenced by my belief that the person who draws the salary should assume the responsibility under normal conditions.

Miss Annie S. Brown, Supervisor, Public Schools of South Portland, Maine

1—I do not think a supervisor should be held responsible for the entire progress of the pupils. It is the grade teacher's duty to see that the supervisor's methods of teaching are carefully carried out. I visit each one of my schools once a week, drill the children carefully and go over the lesson for the next week with them, step by step. While I do this the teacher watches and listens and takes notes, if need be; then she is able to conduct the lesson during the week which follows.

2—A grade teacher is responsible in a large measure for the progress of her children in writing. It is the supervisor's duty to teach the teachers how to teach and to see that they do teach. A teacher who is with her pupils day in and day out knows how to adapt the lesson to each individual better than supervisor who sees them but once a week.

3—Yes, it is possible for a supervisor to teach pupils practical writing, even though she sees them but infrequently. Teach the teachers practical writing and they in turn will present it to their pupils.

4—No, I do not think a supervisor could teach pupils to write well if she gave them a lesson every day and the teachers were not interested. A great deal depends upon the daily written lessons. Drills are of no consequence if they are not applied to all written work. If the teachers were uninterested they would not slight this.

Another thing: If the children see that their teacher is not interested in writing, they will not be. The teacher is a model.

5—It is the duty of a supervisor to teach the teachers how to present the lessons to the pupils. Give model lessons, visit class rooms and criticise work, inspire and lend encouragement.

6—Yes, I think it is necessary that those in charge of the grades and teaching the various subjects be taught how to demonstrate and teach practical writing.

7—I do not know how often a supervisor should meet the teachers for drill and discussion, but I do know that I have found meeting once in two weeks is not too often. This year we are going through the Manual step by step. We meet once in two weeks from November to the month of May, inclusive. I give them drill practice, speed practice, and then we have a general discussion.

I do not meet all the teachers at the same time. One evening is set apart for the primary teachers and one evening for the teachers of grammar grades. I find the teachers very much interested in these meetings and they talk with vim and enthusiasm.

8—We have had the Palmer Method in the schools of this city for but six months. Each one of the teachers must have a teacher's certificate before she has reached the standard of efficiency.

11—Every time I visit a classroom I give a model lesson. It encourages the teacher and inspires the pupil.

By N. S. Smith, Waco, Texas



THE ROUND TABLE

"A man, sir, should keep his friendship in a constant repair"

A misprint in the caption of E. E. Hippensteel's specimen in the December issue placed in "Iowa" the Bloomsburg Normal School, where Prof. A. B. Black is in charge of penmanship. Of course it is well known that Bloomsburg is in Pennsylvania.

One of the strongest and handsomest pieces of business literature received in the office of the PENMAN during the year is the catalog of the Grand Island (Neb.) Business College. The book has eighty pages of fine calendered papers, designed and printed by the Augustine Company, of Grand Island. The printers of Grand Island may well compare their work with the best of the big cities, including New York. A number of fine specimens of penmanship are shown by J. A. Savage, instructor in the college. The work of Mr. Savage has frequently been shown in the PENMAN.

This issue of the PENMAN goes to press and is mailed before the National Commercial Teachers' Federation convenes for the annual meeting at Chicago, which is scheduled for December 29, 30 and 31. Secretary C. W. Reynolds, of the Metropolitan Text-Book Company, of Chicago, wrote the PENMAN—too late for announcement in the December issue—stating that the management of the Metropolitan Business College extended a cordial invitation to the delegates at the Federation convention to call and see any or all of their schools. The Metropolitan chain consists of the following schools in the Chicago metropolitan district: Downtown (37 South Wabash Avenue), South Chicago, Englewood, Douglas Park, Garfield Park, Wicker Park and Lake View. Also the schools at Joliet, Aurora and Elgin.

Miss Kathryn Morgan, recently a teacher in the public schools of Lincoln, Neb., has accepted a position as supervisor of writing in the public schools of Colorado Springs, Colo. Miss Morgan is thoroughly qualified in every way for this position and under her supervision, we shall expect the writing in the Colorado schools to become noted for its excellence.

Miss Mildred H. Stearns, supervisor of penmanship in the public schools of Greenfield, Mass., addressed the County

Teachers' Association of Franklin County, Mass., on the subject of penmanship. Miss Stearns is not only an expert demonstrator of muscular movement writing, but a skilled teacher of the subject.

The managing editor of the PENMAN, without the knowledge or permission of the editor-in-chief, ordered the reprinting here of an excerpt from an article in the St. Joseph (Mo.) Gazette, issue of Nov. 29, 1913, reporting on the front page the "banquet given by the St. Joseph Commerce Club" to the visiting commercial teachers at the convention of the Missouri Valley Commercial Teachers' Association:

PALMER TELLS OF OTHER DAYS

"F. J. Kirker, of Central High School, Kansas City, was toastmaster, and A. N. Palmer, of New York, editor of the AMERICAN PENMAN and originator of the Palmer muscular movement penmanship, was the principal speaker.

"Palmer told of the days 'before he was old enough to vote,' when Bob Young, a farmer who still lives south of St. Joseph, persuaded him to come to St. Joseph and teach muscular writing classes in the country schools. Later he bought a commercial school in St. Joseph and ran it, he said, as long as his money lasted, then as long as his credit lasted, finally selling it and leaving the city.

"I am proud to be an American educator," declared the speaker. "In New York they call the muscular writing, 'pushing Palmer' because I am always telling them to 'push, push, push.'" One day one little boy came to school with his arm in a sling and a note from his mother which read, "Miss Teacher, Please excuse Israel from writing to-day. He sprained his arm pushing Palmer."

"Of course all of us think we are doing the biggest thing in the world. I think the reforming of the penmanship in America is one of the greatest things that has ever happened. I will give you only these reasons why the new system should be used: In order to conserve health, to conserve vision, and to conserve time. Some think that everyone cannot learn the muscular movement, but we have had very little trouble along this line in New York. Teachers of all ages have readily learned it."

"Palmer also paid an especial tribute to the St. Joseph Commerce Club and to such clubs in general. He said no young man should live in a city and not belong to such an organization."

Capitals by G. S. Stephens, Principal Commercial Department of Globe Business College, St. Paul, Minn.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z & Co.

How to Teach Form in Primary Grades

By C. C. Lister

SECOND ARTICLE OF A SERIES



IN teaching little children in the first and second years the writing should be unfolded in a way that will make the work interesting and at the same time make it easy for them to follow the plan of development intelligently. One of the striking features of the successful teaching of muscular movement writing in any grade is the concert drilling of entire classes of pupils. The rhythmic movements which develop control of the writing muscles and lead to skilful penmanship should be regulated by marking the time in some way—usually by counting or tapping. This stimulates the movement, quickens the action of the slow pupils, and holds in check the reckless ones. Children enjoy concert work of any kind. They like to march; they like to sing; they like to practice writing in concert to rhythmic counts or tapping of time or to rhythmic phrases.

Counting or tapping develops the movement, but does not direct the mind. We must unite mind and muscle if we would succeed in our efforts to write well. Pupils in the upper grades may be able to keep in mind what they are trying to do while following the counting, as they have a more or less definite conception of what they are trying to make; but in the first years the little ones not only have difficulty in centering their minds on what they are trying to do while keeping the hands in motion, but they do not know what direction the hand should move to produce the characters they are expected to make.

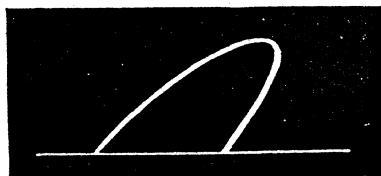


ILLUSTRATION 2

she actually describes the motion necessary to produce it, and at the same time regulates the time in which it is done, thereby promoting that continuity of motion so much to be desired.

The Development of Form

As soon as the classes have been organized and the development of muscular movement at the desk has been started, the teaching of the formation of letters and easy words may be begun at the blackboard. The correct position and muscular movement at the desk do not enter into the work at the blackboard, and because of this fact it is not necessary to wait until children have learned how to make the movement training drills with the muscular movement before beginning this form work at the board. Short periods of board work may follow the muscular movement training at the desk daily, or these two different kinds of training may be given at entirely separate periods. For the blackboard practice the large white-on-black copies should be studied. See illustrations 1, 4 and 5.

It is not intended that all the children should go to the board at one time. At first only one should be at the board

writing under the teacher's direction, with all the others observing and comparing the results at the board. In this way the entire class will be having a part in the lesson, whether they are at the board or not. They will be visualizing and learning to discriminate between good form and poor form. After a little practice the pupil at the board will take its seat and another will go to the board. Those at their seats should trace the copy in the book with the dull end of the pencil and thereby become familiar with the form. Eventually all will have had their turns at the board.

In teaching letter formation to little ones who know little or nothing about the script alphabet it is necessary to begin with something definite as a starting point. The children must be made familiar with some principle or stroke used in writing, both as to its appearance and its name. In this first lesson we are introducing the "over motion" as shown in illustration No. 1, which is for study and practice at the blackboard.

The teacher should step to the board and draw a horizontal



ILLUSTRATION 1

line. Then after making sure that every pupil is watching closely, she should make one stroke of the "over motion" (see Illustration No. 2) with a light, quick movement after which she should address the class in some such language as the following:

"Now, children, this is a stroke that is used many times in writing. It is made by starting at the line—" (going over the line with crayon), "turning at the top and come back to the line. We use it making m, n, h, y, etc. (make these letters to arouse interest in the stroke). Now watch me make a whole row of 'over motions.' Over, over, over, over, over, over, over (make six 'over motions' while saying 'over' six times quickly). Now watch me go over it again—and over it again." (See Illustration No. 3.)

When interest has been aroused, make a copy of the "over motion" low enough on the board for a child to reach it easily, and invite a volunteer to come up and take a piece of crayon and go over the copy while you say, "over, over, over, over, over, over." Of course the child will move the crayon slowly at first; but with a little encouragement and several repetitions, and having different pupils come to the board and make the trial, children will acquire the ability to repeat this movement rapidly. The same drill should be repeated



ILLUSTRATION 3

for several days—at least until all are familiar with the "over motion" and can repeat it at the rate of twenty or more in a minute.

In making the small e, or "up-round-up" drill shown in Illustration No. 4, the child must start up and make it round at the top. The teacher should say what the child must think,

which is "up round up round up round up," without a stop between the words. The drill should be written by the teacher and explained at the board and re-traced over and over like the previous drill. These drills should be about two inches high on the board. Children should be drilled until they can repeat this drill about twenty times in a minute at the board.

As will be seen by a study of the copy, this drill is a combination of the two preceding drills—the "over motion" and the



ILLUSTRATION 4

ment drill, given last month, with the muscular movement, the drills shown in Illustrations 1, 4 and 5 with which the children should be familiar as blackboard work may be practiced on paper. Before practicing these drills on paper the children should practice tracing the copies shown in illustrations 7, 8 and 9 to the same descriptive phrases that were used for the corresponding drills on blackboard. This tracing with the dull end of the pencil should not be done with a slow painstaking movement; it should be done with a free, lively motion. Of course posture must be good and muscles relaxed.



ILLUSTRATION 5

"up round up" motion. If the class has been drilled on those two exercises over and over until they are familiar with them, it should be comparatively easy to unite them and write the word "me." The teacher should make the word on the board and point out the fact that the "over motion" is used three times and the "up round up" motion, one time. She should go over the word several times with a light, quick motion, saying as she does so "over over over up round up," without any pause between words. (See Illustration No. 6.)

In doing this the teacher is describing the motion required to form the word properly. She should have the children look closely at their own copies in the book. They should be required to tell where the "m" begins; how many "over" turns there are (counting them) and where the "e" ends. Then as many as the blackboard will accommodate should be sent to the board

After a preliminary drill in tracing the copy with the dull end of the pencil or with the dry pen the pupils should reverse



ILLUSTRATION 6

their pencils or take ink and write the drills previously re-traced. In this way the pupils may be trained to write the words freely, as they will not hesitate to think how to form the letters, and will approximate at least fairly well correct letter formation as a result of tracing the copy.

Limited space permits the development of only one word this month, but a similar kind of word development will be continued next month.

(This series of articles by Mr. Lister began in the December number of the PENMAN. Those who did not receive the December number, and who wish to have the series complete, can get a

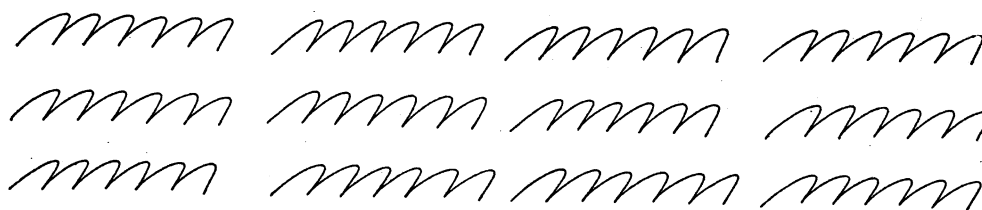


ILLUSTRATION 7

with their books in their hands. As they write the word "me" the teacher should say "over over over up round up" as rapidly as the pupils can be encouraged to write, over and over erasing when several words have been made. Those at their seats should trace the word "me" in the book. The speed should be gradually increased until the pupils can make the word on the board at the rate of twenty or more words a minute.

When pupils can make the straight line move-

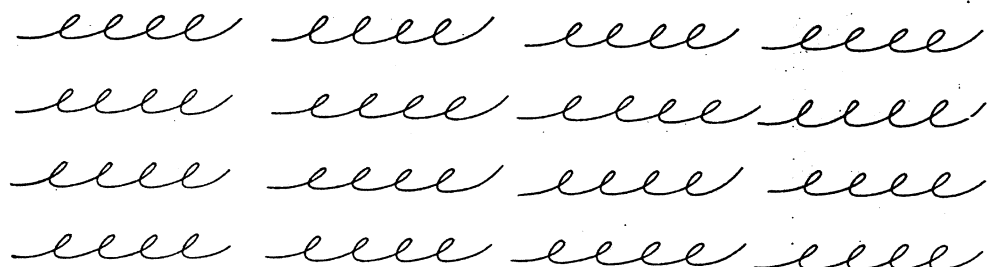


ILLUSTRATION 8

copy of the December issue by writing to this office and inclosing 10 cents. As is well known, Mr. Lister is the author of "Writing Lessons for Primary Grades," which is a part of

the A. N. Palmer system. In these articles, Mr. Lister is supplementing his "Teachers' Guide to Writing Lessons for Primary Grades," and no teacher of primary or grammar grades can afford to miss, through neglect, the reading of this series in THE AMERICAN PENMAN.—Ed.)

me me me me me
me me me me me
me me me me me
me me me me me

ILLUSTRATION 9

The equivalent of one school year for more than 400 children is lost because of contact with minor contagious diseases, according to figures recently compiled for Pittsburgh.

Rapid Calculators

(Continued from page 193)

this department, while working up the various exercises in his manual.

When handling Bank Discounts has become easy, the following, combining both cross addition and subtraction, affords valuable drill:

Example:

Face.	Term of Interest.	Interest.	Amount.	Term of Discount.	Discount.	Proceeds.
\$1,200.00	90	\$18.00	\$1,218.00	55	\$11.17	\$1,206.83
1,000.00	60	10.00	1,010.00	43	7.24	1,002.76
540.00	90	8.11	548.11	74	6.77	541.34
500.00	30	2.50	502.50	23	1.93	500.57
1,472.85	60	14.73	1,487.58	59	14.63	1,472.95
1,671.97	60	16.72	1,688.69	58	16.33	1,672.36
\$6,384.82		\$70.06	\$6,454.88		\$58.07	\$6,396.81

The class should always be required to do the cross addition and subtraction first. The vertical work comes when the student proves his result.

Valuable drill may also be had in Trade Discounts, along with cross addition and subtraction, as follows:

Example:

Gross.	Discounts.				Net.
	Series.			Total.	
	20	10	5		
\$475.36	\$95.07	\$38.02	\$17.11	\$150.20	\$325.16
972.14	194.42	77.77	34.99	307.18	664.96
400.00	80.00	32.00	14.40	126.40	273.60
597.74	119.54	47.82	21.51	188.87	408.87
621.12	124.22	49.69	22.36	196.27	424.85
\$3,066.36	\$613.25	\$245.30	\$110.37	\$968.92	\$2,097.44

There are several other schemes for exercising in cross addition and subtraction too old to mention here. The ideal exercise is that one which reviews the student in some department of Arithmetic, and at the same time gives him the drill necessary to acquire speed and accuracy in figuring.

New England Business College Association

The Fall meeting of the New England Business College Association was held at Springfield, Mass., in the Bay Path Institute, on Nov. 27 and 28, 1913. Fifty principals and teachers were present. They were welcomed to the city by E. H. Naylor, secretary of the Board of Trade. N. P. Stone, president of the Yale Business College, New Haven, Conn., responded.

George E. Seeger, of Fisher College, Roxbury, Mass., led in the discussion of penmanship. E. C. Fisher and Myron Fisher spoke on this subject. It seemed to be the consensus that left-handed writers should be urged to consent to change to right-handed, but if this consent could not be obtained by moral suasion, the student should not be forced to make the change.

The following officers were elected for the coming year: President, E. D. McIntosh, of Lawrence (Mass.) Business College; vice-president, H. C. Post, of Waterbury (Conn.) Business College; secretary and treasurer, O. P. McIntosh, of the Haverhill (Mass.) Business College (re-elected).

The next meeting will be held at Shaw Summer Business School, South Casco, Me., in June, 1914.

On the theory that healthy children should have the fresh-air benefits usually reserved for the sickly, Supt. Wheatly, of Middletown, Conn., has introduced a modified open-window plan throughout his entire school system.

THE AMERICAN PENMAN Certificate of Proficiency is a delight to students, and its value as an incentive is appreciated by teachers. Are your pupils working for it?

In the American Penman Gallery



O. E. WOOD
Stevens Point Bus. Coll.,
Stevens Point, Wis.



M. C. LEIPHOLZ
Strayer's Bus. College,
Baltimore, Md.



G. H. LONGMIRE
Longmire's Bus. Coll.,
San Bernardino, Cal.



W. D. McDANIELS
Oshkosh Business Coll.,
Oshkosh, Wis.



W. J. RICE
Acme Business College,
Seattle, Wash.

Ornate Penmanship

By S. E. Bartow of The A. N. Palmer Co.—FIFTH ARTICLE

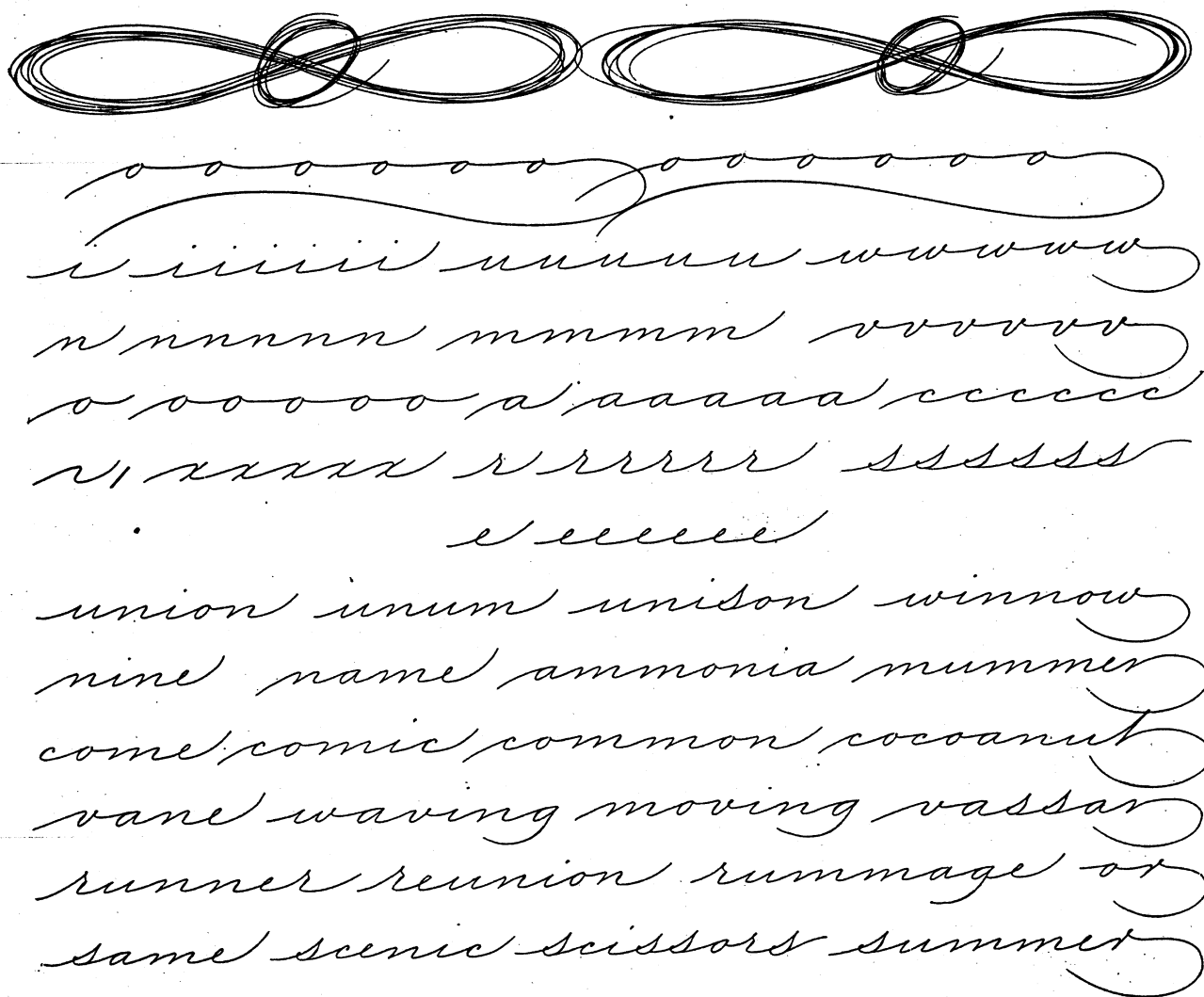
WE will leave the capital letters, with their bold strokes and heavy shades, and take up the study and practice of the more delicate small letters. However, it would be well to keep up your practice on the capitals by reviewing constantly those already given.

Before beginning on the thirteen small letters given this month, spend some time on the lateral movement drills, horizontal 8 and small o. The forms of the small letters are the same as in business writing, but certain letters are em-

bellished with a light shade as follows: The last stroke in n, m, r and sometimes s, the first stroke in v, o, a and g. Small i, u, w, x and b are never shaded.

In writing words do not bring two shaded strokes together. For example, in writing the word "name," omit the shade on either the last part of N or the first part of A—preferably on the last part of N.

Quite a little "overtime" on this page will repay you—one-third study; two-thirds practice.



Night schools of cosmopolitan character are by no means confined to congested centers in the East. At Gallup, McKinley County, N. M., the following nationalities were represented in a recently established evening school: American, Spanish, Slavonian, Italian, Servian, Austrian, German, French, Danish, Swedish, Irish, Scotch, English and Cherokee Indian. Twenty-five different occupations were represented. In ages the pupils ranged from 15 to 62. Many of them desired the ordinary elementary branches, but there was also a strong demand for such subjects as bookkeeping, shorthand, typewriting, Spanish, mechanical and architectural drawing.

Grand Rapids, Mich., has a printing department in the junior high school. It is for three distinct classes of students: First, the part-time boy who attends half a day a week without loss of pay from his regular employment; second, the boy who is there all the time and is learning the trade; third, the boy who takes an hour or two a week to find out whether he wants to follow printing as a life work.

In order to furnish high-class entertainment to communities in their States, the universities of Wisconsin, Minnesota and North Dakota have banded together for lyceum service.

M. V. C. T. Association Convention at St. Joseph, Mo.

Reported by W. C. Henning

Officers Elected for Year 1913-1914

President, W. C. Henning, Cedar Rapids, Iowa.
Vice-President, W. A. Rickenbrode, Maryville, Mo.
Secretary-Treasurer: Miss Grace Borland, Kansas City, Mo., re-elected.
The next meeting will be held at Kansas City, Mo.

THE seventh annual convention of the Missouri Valley Commercial Teachers' Association brought together in St. Joseph, Mo., November 28 and 29, the usual number of live business educators of that part of the great valley from which the association takes its name, comprising Missouri, Kansas, Nebraska, Iowa, Oklahoma and Arkansas. Practically all those who were instrumental in the founding of the organization, and to whom are due its growth and success, were there, and there were many new members. The same enthusiasm and good fellowship which has characterized this association from the beginning were as much in evidence as ever. This large and widespread representation of commercial teachers, and the increasing number which are yearly attracted to the meetings show that the influence of the association is continually reaching farther. It is interesting to note the advancement made from year to year in the character and quality of the programme. Real live subjects are discussed in a way which brings out the best thoughts of the ablest teachers, and provokes free general discussions and the expressions of varying opinions. If proof of the value to commercial teachers of being actively and consistently identified with a live organization is necessary, an abundance can be furnished from the records of the M. V. C. T. A.

The new Robidoux School building, close to the heart of the city, was placed at the disposal of the association. It is fitting to add right here that the educators of St. Joseph appreciate commercial education, and well they may after the years of experience they have had with high-grade business educational work. It is evidence of a wholesome condition of affairs when the superintendent of schools of a great city will lay aside his work for a considerable portion of two days to listen to and take part in a programme composed entirely of business educational matters. Superintendent J. A. Whiteford, of the St. Joseph public school, did this much and more; he entered into the spirit of the meeting in a way that lent inspiration and encouragement to the association. The programme was good from start to finish. It would be difficult to prepare one which would cover the ground more thoroughly.

The meeting was presided over in an able manner by the president, P. W. Erribo, of Pittsburg, Kan. He succeeded in carrying out an unusually full programme practically in its entirety and ending at an appropriate hour. Miss Grace Borland, of Kansas City, Mo., secretary-treasurer, efficiently and gracefully performed the secretarial duties.

First Day's Programme

The meeting opened with the singing of "America," after which Dr. Louis Bernstein, acting for President C. D. Morris, of the Commerce Club, extended a welcome with a few words well chosen and aptly spoken. Mr. H. A. Hagar, of Chicago, responded.

After the reading of the minutes of the previous meeting, President Erribo formally opened the programme with a short address in which he emphasized the danger of, as he expressed it, carrying commercial education down into the grades by accepting students who have not completed the high school course, and rural pupils before finishing the eighth grade. Business, he said, demands a higher standard of the commercial school, hence our chief aim should be toward meeting this demand.

How to interest the student in commercial law was the theme of an excellent discussion by P. B. S. Peters, of Kansas City, Mo. He said that there are as many ways to interest a class in the subject as there are teachers teaching it. First of all the student must be made to understand where he is going, and he advocated simplicity in presenting the

subject, illustrating his point by quoting from some excessively formal legal documents. He emphasized the value to the teacher of the law publications and the proper sort of text. He also spoke of the value of field trips to the courts, and the study of the history of a lawsuit. This paper brought out a lively discussion and a number of varying opinions were expressed.

W. M. Bryant, of Lincoln, Neb., followed Mr. Peters with a discussion on office practice. An office practice department, said he, is more than elegant offices with marble counters. These, of course, are desirable, but the course of training is the essential thing. The work must be practical and conform as nearly as possible with the work in business offices. If it does not teach how actual office work is done, it is of little or no value. Mr. Bryant advocated office practice of the kind that prepares for office work, and his discussion was good and his suggestions practical.

E. R. Sanford, of Milwaukee, Wis., formerly a resident of St. Joseph, handled in an interesting and able manner the subject of commercial geography. Mr. Sanford is a specialist in this branch, and made many helpful suggestions. He recommends the laboratory method instead of the use of a text-book, for, he explained, there is no such thing as an up to date text on the subject and probably never will be. If it should be up to date to-day it would be out of date to-morrow. He divided the subject under five general heads: agriculture, mining, commerce, transportation and manufacturing, discussing each briefly, and closing by telling briefly how material for study can be collected and how to make use of it.

The afternoon session was opened with two vocal selections by Mrs. James R. Abercrombie of St. Joseph.

The orator of the convention was Senator A. B. Carney, of Concordia, Kan., who in addition to being a member of the state legislature, is proprietor of a school. Discussing the public schools he said that what seemed to him to be the great weakness is the lack of thoroughness; the effort to rush the pupils through the grades to swell the enrollment of the high school. The work in the grades is the foundation work, and should be given more time and care. To prove his point he gave some interesting examples of tests put to first year high school pupils in Brooklyn, which tended to show their deficiency. He spoke eloquently of business education, and by illustration contrasted its value with the value of a purely classical education as a means of livelihood. Instead of the commercial school antagonizing public vocational work it should help to dignify and enoble it, thus dignifying and ennobling private vocational work.

One of the best papers on business English that has ever been read before a commercial teachers' convention was read by Miss Louise Stegner, of Omaha. It dealt quite exhaustively with psychological phases of teaching the subject, and some really new and practical methods were given. There are three objects to be sought in the study of grammar, said Miss Stegner, form, thought and character. The value of the diagram she said, is to picture to the student the relation of the parts of the sentence. She emphasized the necessity of making application of rules as soon as learned, and explained how seeing and repeating correct forms trains the ears, eyes and throat in correct habits.

In a discussion of practical arithmetic requirements H. G. Ellis, of Warrensburg, Mo., spoke of the impossibility, under present conditions in the normal and high schools, of giving adequate training in all the commercial branches, and the result is that either a smattering of all the subjects must be given or some must be eliminated. As a remedy for teaching arithmetic he recommended that special emphasis be placed on the sub-divisions; practical arithmetic for the banker, for the carpenter, for the farmer, etc. In support of his recommendation he told of a number of educational institutions which either favor or make such distinction and of movements which have been started at the state teachers' meetings leading to investigations. The teaching of arithmetic as applied to business needs is, he said, our problem and its salvation rests upon our shoulders.

Reasons why commercial students should be given an office training course, and what should be embodied in such a course, was the theme of a discussion by J. O. McKinsey, of Wichita. The duty of the commercial teacher, he said, is to train his students to do efficient work, and unless he does so he is a failure. The various subjects of the courses are taught with the purpose of accomplishing this end, and it is important that the student be put in an office and trained to make use of this knowledge before sending him out with the stamp of approval. An office, he said, should be equipped with modern office appliances, and the student should be taught their use and how to use them; look after every detail of office routine; be taught to make out and dispose of all business and common legal papers. Mr. McKinsey outlined an extensive course of office training, which, if carried out, would give students a broad knowledge of business.

On account of the inclemency of the weather, the association had to forego the pleasure of the automobile trip over the city that had been planned by the St. Joseph Commerce Club, and which was to conclude the day's programme.

The Banquet

The social event of the convention was the banquet at the Hotel Robidoux, Friday evening, tendered by the St. Joseph Commerce Club. It was a brilliant affair, and an excellent menu was served. The favors were carnations furnished by the Underwood Typewriter Company. Following the serving of the menu a delightful hour was spent in listening to reminiscences, stories and repartee. A. N. Palmer told of some of his early experiences in and around St. Joseph, how he organized writing classes, and later conducted a business school there. He branched off into various interesting subjects, punctuating his ramblings with humorous stories. He paid an especial tribute to the Commerce Club.

C. T. Smith, of Kansas City, maintained his reputation as a story teller. L. C. Rusmiser, of Omaha, lost himself in reminiscences, passing out to a number of his friends some remarks and insinuations which furnished much amusement.

Brief talks were also made by Senator A. B. Carney, Mrs. E. M. Platt, T. W. Roach, J. P. Strong, president of the board of education, and J. A. Whiteford, superintendent of schools, St. Joseph. F. J. Kirker, of Kansas City, filled the office of toastmaster in his usually happy manner. The evening ended with the singing of "America" and dismissal by the president, P. W. Errebo.

Second Day's Proceedings

The second day's programme opened with a talk on penmanship by L. H. Hansam, of Topeka, Kas. He went into the subject quite deeply which stirred up considerable discussion. The old question as to whether muscular movement should be taught in the lower grades came up. Mr. Holt,

supervisor of writing in the Kansas City schools, was very positive in his remarks in favor of teaching movement from the beginning. He was supported by C. H. Dunkle and others. At the request of Mr. Tamblin a rising vote was taken to determine the consensus of opinion on this point, which showed about three to one in favor of muscular movement from the start.

Mrs. E. M. Platt, of St. Joseph, interested the convention with a short but spicy talk on teaching enthusiasm. Enthusiasm, she said, is an indefinite quantity, but it is very definite in its results. The real teacher she declared sees in every pupil the embryo of a perfect product, and with enthusiasm and tact can perform wonders even with the least promising.

Elmore Peterson, of Vermillion, S. Dak., read a paper on Shorthand prepared by Paul Duncan, of Quincy, Ill., and supplemented it with an account of his experiences in gaining recognition of shorthand, and making it an accredited subject by the state university, in which he is teaching.

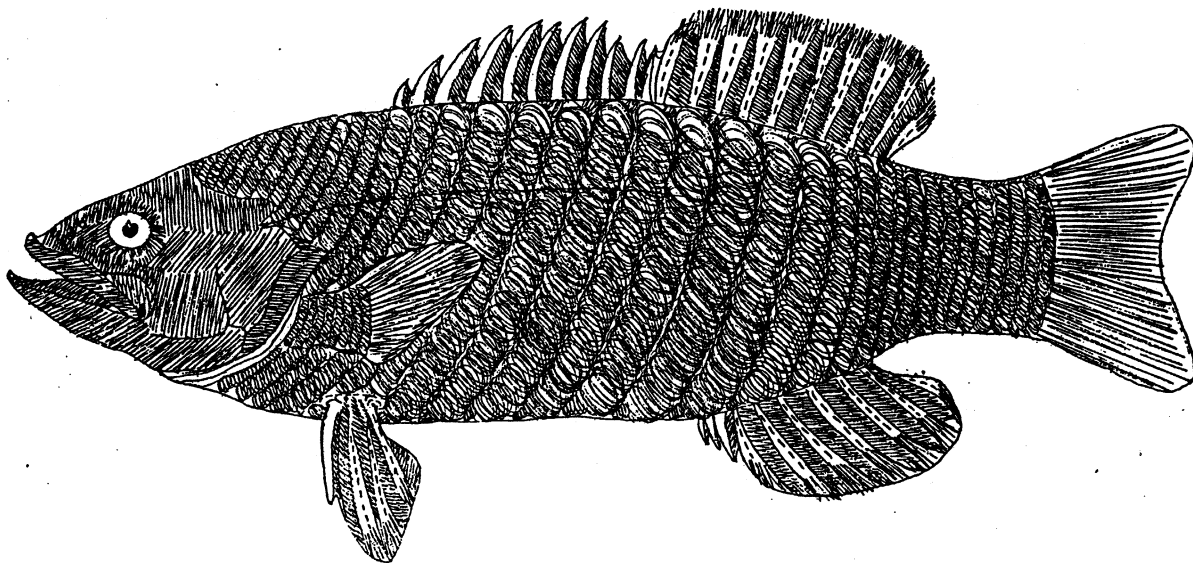
Some interesting and original methods of teaching spelling were presented in an excellent paper by Miss Ethel Tedlock, of St. Joseph. She advocates the study, not only of the origin of the word but the object it represents, its nature, use, etc. By the methods she advanced it would seem that spelling could be made one of the most interesting subjects, and one through which an endless amount of valuable information could be gathered. Besides every word thus studied would become a real live thing full of meaning and the meaning fully understood.

An interesting talk on the teaching of practical salesmanship was given by B. F. Williams, of Des Moines, Iowa, and an account of what the Y. M. C. A.'s are doing in commercial work by M. R. Murray, of St. Joseph, concluded the forenoon programme.

"Problems in Business Education" was ably and interestingly discussed by Clay D. Slinker, of Des Moines, and R. V. Coffey, of Cedar Falls, Iowa, discussed at length the position which business education occupies in relation to college work. He had collected a large amount of interesting data which showed widely varying recognition of the commercial course for college requirements.

An interesting discussion on vocational training by Superintendent J. A. Whiteford concluded the programme. He spoke of the difficulty of planning vocations for students; the danger of making mistakes, and cautioned against being too hasty in determining the vocation for the young student. He took occasion to criticize mildly the work of the commercial schools, saying that students are taught bank bookkeeping and wholesale bookkeeping and the like, when only a few will follow these lines of business, but they are not taught to keep their own simple accounts. Mr. Whiteford believes in bringing business education down to the affairs of everyday life as well as to have for its object preparation for the high positions in the business world.

Movement Design by Helen Kantrowitz, Wood's Business School, Brooklyn, N. Y., I. Spielman, Teacher





Practical Lettering

By S. E. Bartow—FIFTH ARTICLE

IN lettering, as in other things, it is a good thing to occasionally get away from the orthodox and give your imagination some liberty; but in lettering it is not good to wander too far from the mother style. In other words, always take the original letter as a theme, which may be elaborated and changed to suit the artist's fancy.

The alphabet given this month is based upon the Old English, as you can readily see. Fewer curved strokes are used. The straight lines and square corners give it a blocky appearance. It is a practical alphabet, as it requires very little retouching. It is very effective when slanted in the manner given herewith, but it may be made vertically.

In making this copy, horizontal pencil lines were first ruled with a T square as a guide for the height of letters, then the card was turned and parallel pencil lines were ruled as a guide for the slant. The letters were then sketched in

with pencil to get proper spacing. In doing rapid lettering, where it is not so important to have the matter spaced or centered carefully, the pencil sketching may be omitted. In fact, it is good practice to use your eye in spacing and centering. However, when the appearance and balance of your work depends upon these two things it will pay you to spend the time in making a rapid pencil sketch.

Keep your ink pretty thick and wipe the pen quite often with chamois or paper.

The name "Charles E. Palmer" in German Text with simple flourish around it, is given as a sample of diploma filling. If any flourish is used, the simple, slightly shaded style given herewith is effective. Many prefer no flourishing, and, in our opinion, it is better in most cases.

More work in this line will appear later. Genius is "hard work."

A B C D E F G H I J K

L M N O P Q R S T

* U V W X Y Z *

a b c d e f g h i j k l m n o p q r s t

* u v w x y z *

Justin N. Palmer

Charles E. Palmer

CLASSIFIED

Under this heading, the charge is 4 cents per word. Copy must reach this office on or before the 10th of the month. Answers addressed to "Care of American Penman" will be forwarded only for advertisements of 30 words or more, or space of one-half inch (\$1.25) or more.

HELP WANTED

WANTED: MANAGERS, TEACHERS, solicitors and salesmen for our branch schools. Address, Williams Business College, Milwaukee, Wisconsin.

In New York the high school system now comprises 22 schools, 1,500 teachers and from 45,000 to 50,000 pupils. One-third of all the pupils are in the commercial work.

Diplomas

Stock and Special Designs—Our 1914 catalog shows some new designs and contains much of interest to buyers of Diplomas—Send for it to-day.

Diploma Filling a Specialty
Artistic Engrossing and Illuminating
HOWARD & BROWN, ROCKLAND, MAINE.



Shading pen Lettering, Showcard and Business Writing. Mail Course. Circulars and beautiful specimens 10 cents. Challenge Auto pen specimen 25 cents.

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Public Education Notes

Twelve American universities have endowment funds of over \$5,000,000.

Kauai, Hawaiian Islands, has twenty-seven open-air schoolrooms in regular use.

Three Chinamen are among those studying forestry at the New York State College of Forestry, Syracuse, N. Y.

How to bind dilapidated text-books so that they look almost as good as new is taught in manual training classes at Hampton Institute, Hampton, Va.

A "social service bulletin" is published by the Washington, D. C., public library, for the purpose of making known to social workers the latest information in their field.

There were five schools and 150 pupils in the Brooklyn kindergartens organized by Supt. Wm. H. Maxwell fifteen years ago; now there are 40,000 children in the kindergartens of Greater New York.

The Board of Education of New York City has just secured an appropriation of \$79,000 with which to operate during the coming year after-school play centers in 163 of its school buildings. Each of these play centers will accommodate from 250 to 350 school children. The school yard and the school gymnasium will be used for this purpose, and will remain open from 3:30 to 5:30 p.m. The expense consists of \$2.50 for the director of the center and \$1.00 per session for extra janitor service, making a total of \$3.50 for an afternoon center accommodating approximately 300 children, or about 11/6 cents per child.

The Junior High School at Grand Rapids, Mich., consisting of pupils of the seventh, eighth and ninth grades, has grown in two years from a school of 430 pupils and 15 teachers to one of 851 pupils and 36 teachers. More boys and girls have stayed in school under the new plan.

Changes in Interest

Rev. Clark J. Brown has sold the Petersburg Business College, Petersburg, Va., to Mr. A. V. Gwaltney, and is now principal of Edwardsville Seminary, Edwardsville, Ala.

The Auburn (N. Y.) Business College, H. F. Crumb, proprietor, was recently purchased by Prof. E. C. Kent, formerly of the Springfield (Ill.) High School of Commerce.

Personal

President W. T. Parks, of Parks Business College, Denver, Colo., has been selected to judge short story contest inaugurated by the Denver Weekly Post for a prize of a \$350 Kimball piano.

Miss Ida L. Hodges has been engaged by Piedmont Business College, Lynchburg, Va.

The rate for display advertisements "For Sale" or "Exchange," answers sent care of The American Penman, is 18 cents per agate line (14 agate lines to an inch, or \$2.50 an inch. Discount for three months and longer. Copy closes on tenth of month preceding title month of publication.

FOR SALE:—Thirty-five shares of stock (\$50) in this school. I have contracted with a Chicago house to go on the road the first of the year. Proposition was too good to turn down. School in its eighth year. Tuition since September has averaged Eight Hundred a month. Average enrollment 124 to 180. Tuition will run better than Seven Thousand. Second block of thirty-five shares held by farmer who takes no part in the school. Thirty shares in Treasury stock. Good equipment, good reputation, good condition. No other Business College closer than St. Joseph.

TERMS:—First \$1500 cash takes my interest; or, \$600 down and bankable note for one year at 5% per cent for \$1000. Will pay commission of Five per cent when deal is closed.

Rent \$600; heat \$250; light \$50. Shorthand teacher \$50 per month. Principal or president \$100 per month. New owner would be president of the school, and if he is a teacher, he can handle the school with the help of the Shorthand teacher and one assistant.

Write me without delay. Must have the money to put into the new business.

E. S. Cook, President,
MARYVILLE BUSINESS COLLEGE,
Maryville, Mo.

PROGRESSIVE BUSINESS COLLEGE FOR SALE

An exceptional opportunity for school men—a well-established, first-class, live Business College in the State of Washington, located in what is recognized as being the fastest growing in the Northwest—a town whose principal products will be three times as great in 1915 as in 1912—has over one hundred students in the Day School alone—enrollment increasing every year. Tuition rate \$15.00 a month. Buyer must be a capable, live, reliable business college man. Write for full information. Address, "NORTHWEST," care American Penman.

FOR SALE: Only business college in a rapidly growing city. No competition—very low rent—\$5,000 taken in since September opening. Owner has other interests and must get out by Feb. 1. EASY TERMS. If you are tired of working for the other fellow and you are ready now to begin for yourself, here is a good chance. Address, Williams, care of THE AMERICAN PENMAN.

A BONA-FIDE BARGAIN

at \$1,500. Business College in Solid, Prosperous Town for sale. Terms Easy. Address "L," care of The American Penman.

FOR SALE—A small, good-paying commercial school in the heart of California's richest farming district. Present owner must sell for personal reasons before February 1, 1914. An exceptional opportunity to build up a large school on a small investment. Address "CALIFORNIA," care of AMERICAN PENMAN.

FOR SALE—Fastest growing school in Southwest, 40,000 pop., will pay out in less than six months—new equipment, elegant building—expenses low—engaging in other business. Address "A BARGAIN," care of AMERICAN PENMAN.

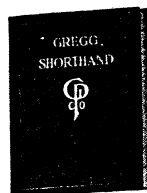
Growth Proves Worth



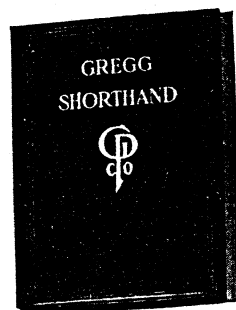
1895—
Twenty Schools



1900—
Two Hundred
Schools

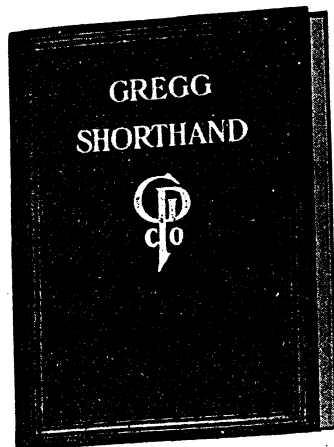


1905—
One Thousand
Schools



1910—
Fourteen
Hundred
Schools

1913—Twenty-five Hundred
Schools



IN 1895 Gregg Shorthand was hardly known—being taught in but twenty schools. In 1913 it is the leading shorthand of America, taught in more schools than all other systems combined. In twenty years it has wrought a complete revolution in shorthand teaching and practice.

Why has Gregg Shorthand shown such marvelous growth?

Why has it been able to supplant the old-time systems, strongly entrenched through seventy-six years of propagation and teaching?

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Why have schools that adopted Gregg Shorthand many years ago continued to use it and become more and more enthusiastic about it as the years go on?

The answer to these questions is expressed in a single word—MERIT.

Without merit—unquestionable, demonstrable merit—from the *teaching* viewpoint, the *learning* viewpoint, the *practice* viewpoint, Gregg Shorthand would long ago have been but a memory.

But its steady, consistent growth, as shown by the figures given, *proves its worth*. As an example of this dominance: Shorthand is taught in the high schools of 1470 cities in the United States. Thirty-four systems or textbooks are used. Of these 1470 cities, Gregg Shorthand is taught in 720, the Benn Pitman system in 275, Graham in 91, Isaac Pitman in 88, and Munson in 34. Twenty-nine other systems or textbooks are used in the remaining 262 cities. It will thus be seen that Gregg Shorthand is taught in 232 more cities than the other four systems mentioned combined.

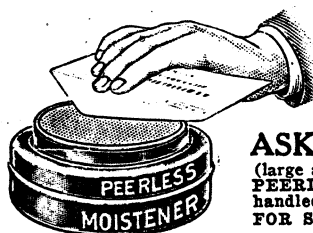
(NOTE: Since these statistics were compiled six months ago, 183 cities teaching Gregg Shorthand have been added, bringing the total up to 903.)

The predominance of Gregg Shorthand in the private commercial schools is even more striking, the system being used in more schools than all the other systems combined. And as a still further illustration of the progress of Gregg Shorthand—where new departments are being introduced Gregg Shorthand is adopted in at least 75%.

Isn't this evidence of the growth and popularity of Gregg Shorthand sufficient to induce you at least to investigate it? Isn't it reasonable to suppose that without merit of the very highest order Gregg Shorthand would not be adopted and continuously used in so many schools?

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ASK Sears Roebuck, Montgomery Ward, Marshall Field & Co., John M. Smyth and thousands of other firms (large and small) in this and other countries. **PEERLESS MOISTENERS** are standard wherever Mail is handled. **FOR SALE** by leading dealers everywhere. *Circulars and Prices on Request*

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Montgomery Ward have over 300 extra large size in use in their offices.

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No. 604 E. F. Double Elastic Pen



No. 601 E. F. Magnum Quill Pen

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Alfred Field & Co., Sole Agt.
Chambers St. NEW YORK

Gregg Publishing Company in England
The Gregg Publishing Company has established headquarters for Great Britain, at 21 Harrington street, Liverpool, England. Mr. Joseph Jakeman, Jr., an enthusiastic supporter of the system, has been appointed manager, with Mr. E. W. Crockett (the winner of the English Junior Shorthand Championship in 1912) as assistant. Mr.

John A. Morris has been selected to edit the literature and publications. Mr. Guilbert Pitman (the nephew of Sir Isaac Pitman) will continue to act as representative in London. An advertising campaign has been undertaken to promote the adoption of Gregg Shorthand in the schools of England.

A school is conducted in Liverpool in connection with the publishing office.

Written by Guy R. Newberry, Wichita, (Kans.) Business College

W. R. Newberry

E. W. Crockett

J. A. Morris

J. E. Britton



Prof. Bexell

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Scientific Touch Typewriting will do this for you.

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WITH SHORTHAND NOTES

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GRAPHIC DE-
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Munson Shorthand
Typewriting by the
Touch Method
Practical Grammar
and Exercise Pad
Business Speller
Spelling Blank
Steno. Office Practice
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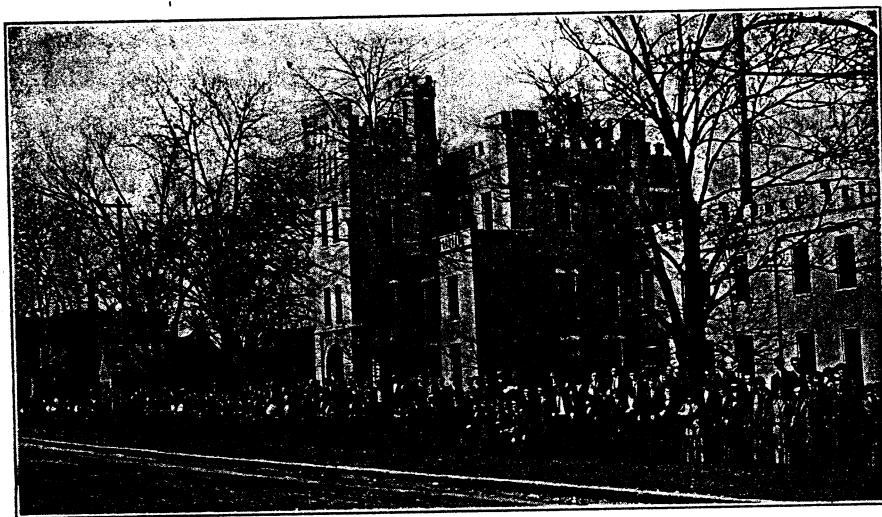
FOR COMMER-
CIAL DEPART-
MENT

Theory of Bookkeep-
ing and Blank Books
Coml. Arithmetic
Business Law
Letter Writing
and Exercise Pad
Business Writing
Business Speller
Miscellaneous Sup-
plies

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CORRESPONDENCE SOLICITED

Metropolitan Text Book Co.
505, 37 South Wabash Avenue, Chicago, Ill.



Students and building of Bowling Green Business University, Bowling Green, Ky., one of the largest and best known schools of commerce in America. It receives every year over 400 calls for commercial teachers at salaries of \$75 to \$150 a month. Mention this paper when writing the school and you will receive the free literature and rate-sheets.

The model school at Bryn Mawr, Pa., at the entrance to the college, has been made an open-air school. Only the dressing-room and laboratories will be indoors. There will be seven separate one-story, out-of-door classrooms facing full south. Each classroom opens on a large uncovered platform 8x36 feet, which will be used for the gym-

nastics and siestas that are part of open-air school work.

The Portfolio of Fine Penmanship, containing only Lettering, Flourishing and Ornamental Writing, is always a practical and tasteful present to give your friend. The price is 25 cents. Send to THE AMERICAN PENMAN for it.

Correction

In the December number of the PENMAN, Miss Margaret Mulligan, supervisor of the public schools of Kingston, N. Y., was quoted as follows, in answer to question No. 1: "A supervisor should be entirely responsible for the progress of the pupils." Miss Mulligan discovered a mistake in her copy, and sent the corrected answer to the PENMAN, but it failed to reach the printer. Miss Mulligan's corrected answer is, "A supervisor should *not* be entirely responsible for the progress of pupils."

Educating Tramps

The board of education in San Francisco have opened a school in the county jail. The inmates are taught reading, writing, spelling, arithmetic and geography. The school begins after the regular routine in jail life. Regular teachers from the county force are detailed and the convicts will be turned out highly educated gentlemen when their term of service is over. And this reminds us that N. C. Dougherty congratulated himself that during his incarceration in Joliet he had reviewed all his classical studies and emerged an excellent Greek and Latin scholar.—*Peoria (Ill.) Star.*

Provost Edgar F. Smith, of the University of Pennsylvania, in a recent address to the teachers' club of Philadelphia, said: "It is a deplorable fact that we have many students in the university who are unable to read a page from a textbook aloud to the class and read it correctly."

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NOW READY FIFTH EDITION
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Including Card Indexing
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BY H. W. HAMMOND

The adoption of this work by the New York Board of Education for use in High and Commercial Schools has rendered a revision necessary so as to cover thoroughly every phase in correspondence necessary for teachers and pupils. Many additional exercises have been inserted. The chapters on Social Correspondence and the Duties of a Private Secretary have been greatly extended; new letters illustrating the display of words on the letter-sheet are added; for the first time in the history of bookmaking in the United States a complete list of addresses of the Roman Catholic clergy has been put in. The chapter on Capitalizing and Dividing Words has been much enlarged. Additional illustrated instruction on proof-reading, telegrams, cablegrams, wireless telegraphy, postal information, value of foreign coins, card-indexing and letter-filing, with narratives, questions, and exercises, has been added.

The book itself has practically been rewritten, while the index and the Teachers' Guide to Business Style have been worked out to include every essential item. The work is now complete with all the necessary information for teachers, stenographers and pupils. The order and character of the Exercises remain the same; so that it is still fitted for the lowest as well as the highest class in business correspondence in any school, private or public. The new edition is so much improved over the previous one as to make it necessary to all. Especially is this true in regard to teachers, while the added information is of great use to stenographers, bookkeepers and correspondents. The improved cross-index is especially noteworthy.

Cloth, Gift Lettering, 232 pages, 85c

Teachers' Examination Copy,
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in the Third Grade for Extra-
ordinary Proficiency



Books

"Comprehensive Modernized Rapid Calculator," by J. D. Delp, principal of the commercial department of the Springfield (Mo.) High School (published by the author, at Springfield, Mo.); price, 75 cents.

This is an attractive book of 100 pages, devoted to the author's method of teaching the short cuts in handling arithmetical computations. In his preface the author states that in practical business life the demand is for accuracy and rapidity, and also that his manual is not intended to take the place of, but only supplement other books on arithmetic, where the short methods are neglected.

"The American Method of Rapid Business Penmanship." Price, \$1.00.

The above is the title of a pretentious volume published by C. W. Jones, of Brockton, Mass. There are 108 pages about the same size as THE AMERICAN PENMAN. There are photographs showing positions for muscular movement writing, and numerous photographs of the arm in writing position, both with and without the penholder.

On page 5 is a classification of small and capital letters, together with retraced exercises of capitals. Mr. Jones has introduced the plan of presenting his copies on paper that is ruled perpendicularly, these perpendicular lines being about a half inch apart in many cases.

The movement drills of which there are many, showing ingenious designs, are correlated with the forms of the letters and written words. The idea in the beginning pages of the book seems to be to teach the pupils to make long spaces between the small letters in writing words. Later this is discontinued to a considerable extent, and the copies of imitation are of the usual business size and spacing.

This latest addition to our penmanship library is attractive and should have a large sale.

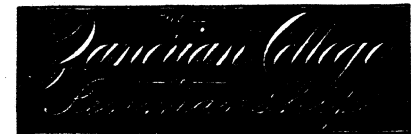
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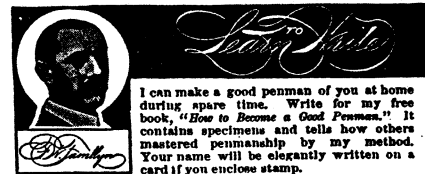
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Napoleon said, "I made all my generals out of mud." Napoleon's sayings and doings have furnished the inspiration for most of the theories that have stood the acid test of modern business practice.

Of course, what Napoleon meant was that, instead of taking his generals ready-made from the military academy, he chose from the ranks such men as were susceptible of development, and taught them in his own practical way how to cope with the best generals of Europe.

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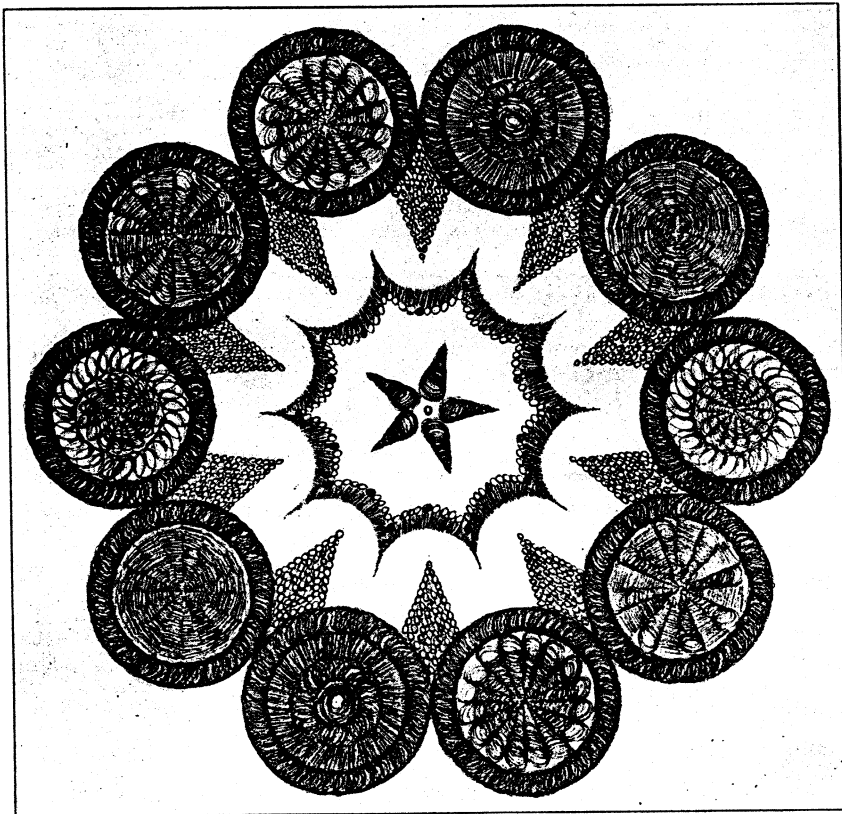
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Death of a Pioneer in Muscular Movement

Isaac Bates, one of the pioneers of muscular movement writing, died at his home in Minneapolis, Minn., aged seventy-six years, on December 1. He was born at Monticello, N. Y., in 1837. In the time just after the Civil War, he became known as an exponent of the "whole arm muscular system" of writing, and he taught this system in a number of the larger cities of the East. It was what is now known as very ornate writing. Students were encouraged to make great sweeping curves, to practice designing bounding stags, wonderful swans, swift and powerful eagles, and beautiful feminine heads. Of course, in the end, this system was found useless in the average business office. Mr. Bates was an expert in the art of ornate penmanship.

Announcement was made in December of the purchase by Mr. John R. Gregg of the beautiful Lowenthal residence at 50 West Eighty-fifth street, New York, where it is understood Mr. and Mrs. Gregg will make their permanent home. The change in ownership was made the subject of a sketch in the New York papers, accompanied by a picture of the house. It stands just off from Central Park. The building is a four-story and basement.

A pen nib is a little thing, yet there is more steel used in the manufacture of nibs than in all the sword and gun factories in the world. A ton of steel produces about 1,500,000 pens.

Eastern Penmanship Teachers' Association

The fifth annual meeting of the Eastern Penmanship Teachers' Association was held in the Drake School, Tribune Building, New York City, on Saturday, November 29. There were present fifty members, representing New York and cities and towns in the Metropolitan district, and also many cities and towns in lower New Jersey, Pennsylvania, upper New York State, Connecticut and Massachusetts. M. W. Cassmore came from Seattle, Wash.

Among the topics discussed were: Teachers' Meetings, Co-operation, Incentives, General or Detailed Outlines for Teachers, How to Supervise All Written Work, Introducing Pen and Ink, Methods of Recording Supervisors' Work, High School Penmanship.

Practically every one present took part in the discussions. The chief feature was an address delivered by Professor A. L. Gesell, of Yale University, on "Fundamental Principles in Beginning Handwriting." Professor Gesell treated the subject of speed, form and legibility from a scientific standpoint.

Spanish Shorthand in New York

The New York Evening High School for men has announced a course in Spanish shorthand and Spanish commercial correspondence. Isaac Pitman and Sons are authority for the following cogent statement: "The demand for good Spanish stenographers is greater than the supply, and with the opening of the Panama Canal and the consequent growth in trade between the United States and the many Spanish-American republics to the South, this demand will materially increase."

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Recently we received a telegram from Supt. Charles S. Meek, Boise, Idaho, asking that we select and send at once an assistant commercial man as good as the man we sent in September to head their Gregg Shorthand Department. Salary, \$1,400 for ten months. We sent a former Illinois commercial school man, who had never taught in a high school. Both the superintendent and the teacher report entire satisfaction. We have already booked a few choice calls for next year. Better let us know your plans early. "No position, no pay," is our motto.

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Valuable Brochure Free by the Remington Company

The Remington Typewriter Company calls attention to the eight-page advertisement of the Remington Typewriter which recently appeared in the magazine System under the title "The High Cost of Stenographic Service." The article goes into every factor of cost in the preparation of typewritten letters. It takes up every phase of the employer's and buyer's interest, and suggests the way to work out a thorough system organization.

This article has been republished by the Remington people as an attractive brochure, which has been sent to a great many interested firms and individuals. Readers of THE PENMAN may obtain a copy by sending a request to the home office of the Remington, 325-331 Broadway, New York.

A VERY SUCCESSFUL YEAR.

The past year has been one of the most successful ever enjoyed by this bureau. We are going to make 1914 a record-breaker. Registrations are now coming in for positions for next September. This is much better than coming in at the last moment when the best positions are filled. No enrollment fee. We make a specialty of placing commercial teachers. "Good Teachers for Good Schools."

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Write today for our System Service Bulletin for Schools and Colleges which shows how other progressive commercial schools are using Burroughs machines. One copy free to any school man.

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The managers of the Williams Business colleges of Wisconsin at their first convention in Milwaukee recently organized an association known as the Williams Business College Managers' Association.

The following officers were elected for the ensuing year:

President, T. J. Williams, of Milwaukee; vice-president, E. H. Metzler, of Waukesha; secretary-treasurer, Jay W. Miller, of Beaver Dam.

The stated object of the organization is to raise the standard and advance the cause of business education throughout the state.

Personal and School News

Miss Marjorie Rathburn, of Big Rapids, Mich., was engaged this fall to teach Gregg shorthand in the Missoula (Mont.) Business and Normal College.

Two new commercial teachers were added to the teaching staff at the High School of Commerce, Omaha, Neb., this fall, Mr. Edwin Rosenberg, a graduate of the University of Michigan, and Miss Edna Cole, a graduate of the University of Nebraska.

A new assistant commercial instructor in the Oleander (Cal.) High School is Mr. Fred Abbott.

Mr. H. H. Choguill, formerly at Barnesville, Ohio, is now in charge of the commercial department in the Zanesville (O.) High School.

Mr. Charles R. Dresser, formerly of the Keene (N. H.) High School, where he held a position as head of the commercial department, recently resigned his place to take up business. He is followed in his school work by Edward J. McCarthy, of North Adams, Mass.

Miss Maggie Burrell is a new shorthand teacher in the York (Neb.) Business College.

Miss Elizabeth E. Hartford, of Chelsea, Mass., is now teaching commercial branches in the Whitman (Mass.) High School.

Mr. C. A. Bricker, recently of New York City, has contracted to teach in the commercial department of the Rider-Moore & Stewart School, Trenton, N. J.

Strayer's Business College, of Washington, D. C., has added to its teaching staff Mr. Louis A. Rice.

Mr. John H. Keyes, now of Kankakee, Ill., was succeeded in the position as commercial teacher in the McKeesport (Pa.) High School by Mr. G. Lawrence Hoffman, of Rahway, N. J.

Mr. Frank E. McCoy, of Lynn, Mass., was elected to fill the position made vacant by the resignation of Mr. Edward McCarthy, who has gone to Keene, N. H.

Mr. C. Clifton Hitt, formerly assistant, is now principal of the commercial department of Piedmont Business College, Lynchburg, Va.

Mr. J. A. Book, who had charge of the penmanship in the commercial department of the Manitowoc public schools, has accepted a position in the commercial department of the South Division High School, Milwaukee, Wis.

Mr. J. W. Martindil, who formerly had charge of the commercial work in the Malison (Wis.) High School, succeeds Mr. Book.

Cards have been received announcing the marriage of Mr. Vivian Lynn Reynolds, commercial teacher in Union City (Tenn.) High School, and Miss Bess Meadow, daughter of Mr. and Mrs. Thomas R. Meadow, of Union City, at the First Christian Church, Union City, on November 26.

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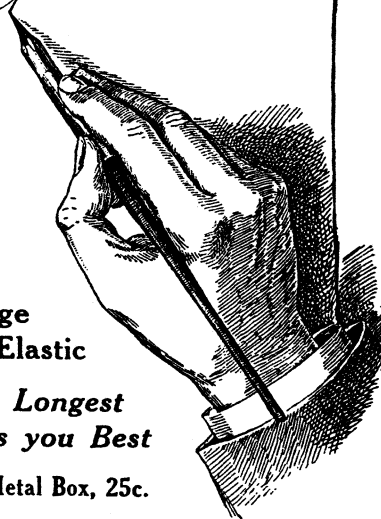
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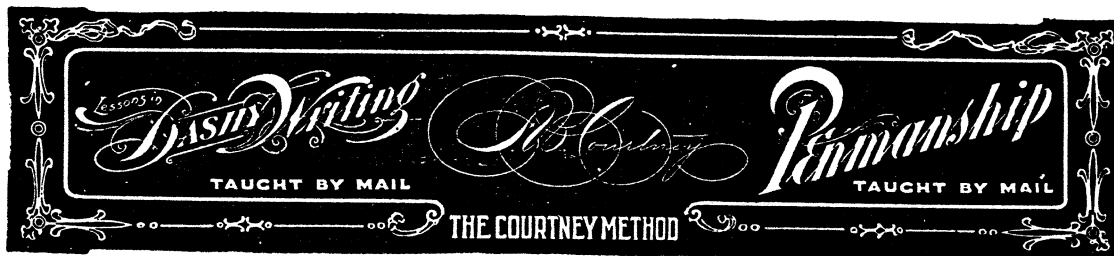


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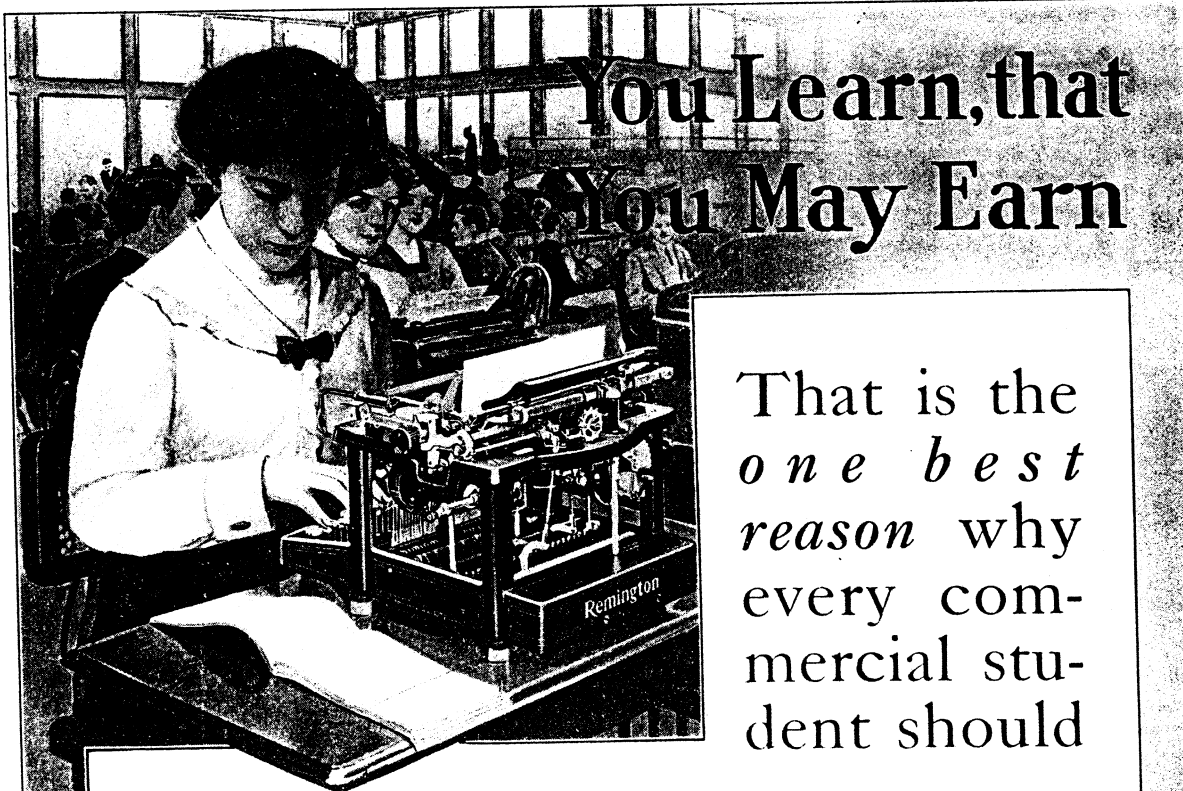
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